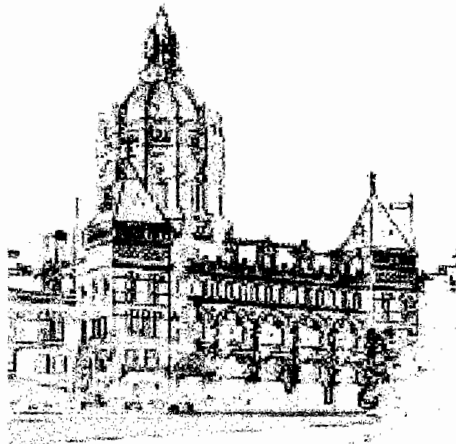


**Connecticut General Assembly**

**2002 Biennial Institute  
for  
Connecticut Legislators  
New Member Orientation**



**How a Bill Really Becomes Law**

# Connecticut General Assembly

## How a Bill Really Becomes Law

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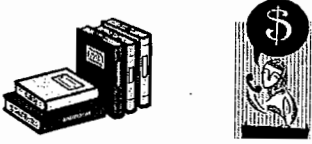


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\* Proposed Bill created as learning tool for New Legislator Orientation Conference.  
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## Process for a Bill to Become Law – From Inception Through Enactment



<u>When<sup>1</sup></u>	<u>Who</u>	<u>Description &amp; How to Accomplish</u>	<u>Phone #</u>	<u>Comments</u>
(1) Year-Round	Legislator: May Request Research	<u>Contact:</u> Office of Legislative Research ("OLR") for substantive research, or Office of Fiscal Analysis ("OFA") for fiscal research	8400  0200	
(2) 1/10/01	Legislator: Request Bill Draft  <Joint Rule 8(a)>	<u>Contact:</u> Legislative Commissioners' Office ("LCO")  	8410	This is called a "Proposed Bill", which is the only type of bill that an individual legislator may request (except that leaders may introduce emergency certified bills & governor's bills). LCO sends the Proposed Bill to legislator, except that as the deadline approaches, LCO sends directly to House or Senate Clerk. Bill is confidential until filed with Clerk.
(3) First few weeks of session.	File Bill	<u>File With:</u> House Clerk (if a representative) Senate Clerk (if a senator)	0400 0500	Filing with the Clerk makes the bill a public document
(4) Through 1/20/01	Leaders: Refer to Committee			LCO does pencil notation on jacket of appropriate committee

<sup>1</sup> The dates governing the steps in the legislative process are contained in the Joint Rules of the Senate and the House, which were adopted by both houses on the first day the January, 2001 session. An updated version of this chart will be available on LCO's web site after the new legislature adopts Joint Rules to govern the 2003 and 2004 sessions.



<u>When<sup>1</sup></u>	<u>Who</u>	<u>Description &amp; How to Accomplish</u>	<u>Phone #</u>	<u>Comments</u>
(5) Deadlines for Committees to request the drafting of Committee Bills: staggered dates 1/30/01- 2/16/01	Each Committee  <Joint Rules 9(f) & 9(g)> <Joint Rule 5 on conduct of meetings>	Review all Proposed Bills referred to it & decide which should be drafted into Committee Bills.		"Committee bill" is a fully drafted bill that is based on one or more Proposed Bills.
(6) Deadlines for Committees to request the drafting of Raised Bills: 2/20/01 – 2/21/01	Legislator  <Joint Rule 9(h)> <Joint Rule 5 on conduct of meetings>	If committee does not vote to have Proposed Bill drafted into Committee Bill: Legislator may committee to "raise" a bill on that topic. 		"Raised Bill" is a fully drafted bill that is introduced by a committee, rather than being based on a Proposed Bill.  If the committee does not raise a bill on that topic, the bill concept is dead except: (1) another committee with overlapping cognizance may raise it, or (2) the bill concept may be resurrected later as a floor amendment to a bill on a similar topic.
(7) See ¶¶ 5 & 6, above.	Committee	If a committee votes to have a Proposed Bill drafted into a Committee Bill, or if the committee raises a bill, LCO drafts the bill in full statutory language.		
(8) Prior to Committee's "JF" deadline (see ¶ 10, below)	Committee  <Joint Rule 6(a) & 6(b)>	Schedule bills for public hearing. 		Committee may choose to hold public hearings either on fully drafted bills (i.e., Committee Bills and Raised Bills) or on Proposed Bills.
(9) Prior to Committee's "JF" deadline (see ¶ 10, below)	Legislator  <Joint Rule 6(c)>	(1) Testify at public hearing; and (2) contact committee's leaders and other committee members to urge support for bill		

<u>When<sup>1</sup></u>	<u>Who</u>	<u>Description &amp; How to Accomplish</u>	<u>Phone #</u>	<u>Comments</u>
(10) Committees' "JF" deadlines are staggered from 3/20/01 - 4/24/01	Committee  <Joint Rule 15(a)> <Joint Rule 5 on conduct of meetings> 	Considers bill and takes any of the following final actions: (1) report it out of committee favorably ("JF" or "JFS") either: <ul style="list-style-type: none"> <li>• directly to floor, or</li> <li>• with change of reference to another committee</li> </ul> (2) report it out of committee unfavorably, either: <ul style="list-style-type: none"> <li>• directly to floor, or</li> <li>• with change of reference to another committee</li> </ul> (3) "box" it, which is a vote not to report out of committee; (4) take no action, which has the same effect as "boxing" it, but does not entail a negative vote. (5) change reference to another committee without a favorable or unfavorable vote.		"JF" means "Joint Favorable". "Joint" refers to the fact that in Connecticut, all committees are comprised of both Senators and Representatives.  "JFS" means "Joint Favorable Substitute". "Substitute" means that the committee is reporting the bill out with changes from the original language of the Committee Bill or Raised Bill.
(11) See ¶ 10, above.	2 <sup>nd</sup> (and subsequent) committee that receives bill as a change of reference	Repeat the process of the first committee, except that if the bill has had a public hearing, subsequent committees do not hold another hearing.		
(12) Period following a Committee's JF of a bill (see ¶ 10, above)	LCO OLR OFA  <Joint Rule 13>	LCO prepares "File Copy", which is the version of the bill that is put on each legislator's desk in the chambers and on which the legislators vote. OLR prepares a bill analysis, and OFA prepares a fiscal impact statement, both of which are incorporated by LCO into the File Copy.		
(13) Throughout session, as bills are reported by committees to the House & Senate	House and Senate Clerks' Offices  <House & Senate separate rules>	Puts the bill on the House or Senate calendar.		First day on the calendar, the bill is "zero starred", which means no asterisk appears before it. Each subsequent day, one star is added. The bill may be voted upon when it has 2 stars

<u>When<sup>1</sup></u>	<u>Who</u>	<u>Description &amp; How to Accomplish</u>	<u>Phone #</u>	<u>Comments</u>
(14) Throughout session, through the date on which the bill is taken up	Legislator	Seek support from leadership and other members of the chamber for the bill		
(15) Throughout session, through the date on which the bill is taken up	Legislator <Senate Rule 30 House Rule 31>	Request amendments to file copies of bill, by calling LCO 	8410	LCO prepares the amendment, and sends a copy to OFA. OFA prepares a fiscal note, which is required in order for the amendment to be considered in the chamber.
(16) Same as ¶ 15, above – see Rules for deadline	Legislator	Add name as a co-sponsor of an amendment at the: House Clerk's Office, for House Amendments Senate Clerk's Office, for Senate Amendments	0400 0500	
(17) Throughout session, as bills are reported by committees to the House & Senate	House & Senate <Joint Rule 15(f)>	May refer bill to additional committees off the floor. 		Typically done if a committee with cognizance of part of the bill's topic has not yet considered the bill.
(18) Throughout session, as bills are reported out by subsequent committees	LCO	Prepares new File Copy if the subsequent committee reports the bill out with changes.		LCO, OLR, and OFA do the same work as for the original File Copy.
(19) Throughout session	House & Senate	Debates and votes on bill.		

<u>When<sup>1</sup></u>	<u>Who</u>	<u>Description &amp; How to Accomplish</u>	<u>Phone #</u>	<u>Comments</u>
(20) Throughout session	House & Senate Clerks	Prepare Journal of the Prior Day's Session 		The House and Senate Journal contains the record of debates, votes, and other activities of the prior day's session.
(21) Throughout session	LCO <Joint Rule 18>	May prepare Reprint of the File Copy that the chamber voted on.		"Reprint" of a File Copy incorporates amendments that have been adopted into the bill that was passed by the chamber. When the House passes a bill with House Amendments, the Senate requests a reprinted file copy of that bill (except during the last few days of session). When the Senate passes a bill with Senate amendments, the House prefers to review the original File Copy and the amendments separately; therefore, reprinted File Copies are not prepared for the House.
(22) Throughout session	House and Senate Clerks' Offices	Puts the bill on the House or Senate calendar.		After passage by one chamber, the bill goes to the other chamber where the process is repeated. Again, the bill must be double-starred before it is considered for action.
(23) Throughout session through the date on which the bill is taken up	Legislator	Seek support from leadership and other members of the other chamber for the bill 		



<u>When<sup>1</sup></u>	<u>Who</u>	<u>Description &amp; How to Accomplish</u>	<u>Phone #</u>	<u>Comments</u>
(24) Throughout session	House & Senate	Debates and votes on bill.		
(25) Throughout session	Legislator <Joint Rule 7(c)>	Add name as a co-sponsor of a bill at the: House Clerk's Office, for house bills Senate Clerk's Office, for senate bills		Deadline is the date the Governor signs the bill or the deadline for signing it, whichever is earlier
(26) Throughout session through the date on which the Governor signs the bill	Legislator	Contact Governor's Office, if applicable, to help ensure no veto or if the legislator would like a bill-signing ceremony		
(27) The Process is Over . . . for <u>this</u> year.	Legislator	The bill is enacted! 		

Prepared by Legislative Commissioners' Office ("LCO")  
Revised, January, 2001



# OLR RESEARCH REPORT

7

February 7, 2002

2002-R-0123

## **SCHOOL DISCIPLINE POLICIES AND PROGRAMS**

By: Judith Lohman, Chief Analyst  
Kristina Arsenault, Legislative Fellow

You asked (1) what policies the State Board of Education (SBE) has adopted regarding student behavior and school discipline; (2) how the state is addressing discipline problems in the Hartford school system; (3) what state and federal grants are available to improve school discipline; and (4) for examples of programs used elsewhere in the country, especially in urban districts, to improve student discipline and behavior.

### **SUMMARY**

The State Board of Education (SBE) and the education commissioner have emphasized school climate and student behavior issues over the past two years. The SBE adopted a policy in early 2001 that calls for schools and school personnel to work to create safe school environments, discourage bullying and aggressive behavior, and foster respect. The education commissioner has reiterated this policy in three circular letters to school superintendents, school board members, and education organizations.

Under SA 97-4, the State Department of Education (SDE) oversees the Hartford school district's overall educational and operational progress using two SDE employees as monitors. The SDE monitors report several activities regarding discipline issues, including improved data collection, more classroom management training for teachers, and reactivation of a district-wide discipline committee.

Two state and seven federal grants are available to fund initiatives to improve school discipline and student behavior and to address violence in and near schools. Federal and state grants are available to provide improved mental health programs for children and a safer school climate. The recently enacted federal education bill also includes grants for mentoring, counseling and character education programs.

There have been a vast number of programs created over the last 10 to 20 years to address school discipline and violence issues. Computer searches and calls to other states showed school discipline is an issue in several states. State programs seem to have several common themes. Most are trying to reduce the number of student suspensions and expulsions and to implement new programs that stress positive discipline. States and school districts are interested in working with children at an early age or in introducing early detection and prevention programs. And many states have implemented conflict resolution programs in their schools.

## **STATE POLICIES**

### ***State Board of Education***

On February 7, 2001, the SBE adopted a Position Statement On Creating a Healthy School Environment (copy enclosed) that calls for adults in schools to, among other things:

1. send a clear and consistent message that students must behave responsibly and respectfully;
2. model positive behavior for students;
3. consistently enforce rules and foster self control and respect among students; and
4. teach students skills to help them solve conflicts in fair, nonviolent ways.

The policy also requires local school boards to (1) help teachers and administrators create safe learning environments and (2) value school climate as a critical learning component. It requires boards to review all disciplinary policies to ensure they encourage students to stay in school rather than excluding them from school.

### ***Education Commissioner***

The education commissioner has made improved school climate and character education a major initiative in the past two years. He has sent three circular letters (copies enclosed) since 1999 to superintendents,

school administrators, and school board members concerning the need to improve student behavior and foster responsible behavior.

In the most recent of the three letters, sent on January 8, 2002, the commissioner called attention to the SBE policy statement described above. He suggested that each school do a climate assessment, beginning with a faculty meeting. At the meeting, faculty should answer questions about how students in the school treat each other, whether particular groups and individuals are being harmed, how students and parents see the school's climate, and what actions can be taken immediately to improve the situation.

## **HARTFORD SCHOOL SYSTEM MEASURES**

School discipline policies are generally under the jurisdiction of local school districts. The Hartford school system is run by a state-appointed board of trustees, which takes the place of, and has the same responsibilities as, a local school board. The State Department of Education (SDE) has two state monitors who provide technical assistance and advice and report to the SDE on the district's operations and progress on improvement measures required by SA 97-4.

According to Katherine Nicoletti of the SDE, the department is monitoring several discipline-related activities in the Hartford school system. First, SDE is working to get accurate data on disciplinary actions in the district. Second, new Hartford teachers are receiving additional training in classroom management under the Beginning Educator Support and Training (BEST) program. Third, the monitors are recommending that a district-wide discipline committee, which met periodically last year but has not met this year, resume its activities. Fourth, a new assistant superintendent has just started who will be focusing on disciplinary matters. Finally, five Hartford schools have implemented the Girls' and Boys' Town classroom management system, which trains teachers in how to set and maintain behavioral expectations, motivate and document changes in behavior, react positively to problem situations, and reduce severe discipline problems.

## **STATE AND FEDERAL GRANTS**

### ***Federal Grants***

The most recent reauthorization of the federal Elementary and Secondary Education Act (P.L. 107-110) provides for several grants that could help districts address student behavior. These grants are listed in Table 1.

**Table 1: Federal Grants to Help Address Student Behavior**

<b>GRANT</b>	<b>TYPE</b>	<b>PURPOSE</b>	<b>GRANTEES</b>
<b>Prevention and Intervention Programs for Neglected, Delinquent, and At-Risk Youth</b>	Formula (state grants) Competitive (subgrants)	<ul style="list-style-type: none"> <li>• Provide special services to neglected, delinquent, and at-risk youths</li> <li>• Prevent such youths from dropping out of school or returning to correctional facilities or facilities for neglected and delinquent youths</li> </ul>	States Subgrants to: <ul style="list-style-type: none"> <li>• State agencies providing education in institutions, community day programs, or adult prisons</li> <li>• School districts with high numbers of students in institutions for neglected and delinquent children and adult prisons</li> </ul>
<b>Safe and Drug-Free Schools and Communities</b>	Formula	Support programs that prevent violence in or near schools; illegal use of alcohol, tobacco, or drugs, and promote parental and community involvement	States 95% for subgrants to school districts. (Governor may reserve up to 20% of state allotment for competitive grants to school districts, community-based organizations, other public and private organizations and consortia of the above)
<b>Hate-Crime Prevention Grants</b>	Competitive	Assistance to localities directly affected by hate crimes	School districts and community-based organizations
<b>Grants to Reduce Alcohol Abuse</b>	Competitive	Programs to reduce alcohol abuse in secondary schools	School districts
<b>Mentoring Program Grants</b>	Competitive	Promote mentoring programs for children with greatest need	<ul style="list-style-type: none"> <li>• School districts</li> <li>• Nonprofit community-based organizations</li> <li>• Partnerships between the above</li> </ul>
<b>Grants for Improving the Mental Health of Children</b>	Competitive	Increase student access to quality mental health care through programs linking local school and mental health systems	<ul style="list-style-type: none"> <li>• State education agencies</li> <li>• School districts</li> <li>• Indian tribes</li> </ul>
<b>Elementary and Secondary School Counseling Programs</b>	Competitive	Establish and expand qualifying elementary and secondary school counseling programs	School districts

### **State Grants**

**Primary Mental Health Grant.** The SDE awards small grants of \$15,000 each to 20 school districts to help them implement a prevention model designed by Yale University in their elementary schools. The program has been found to effectively improve behavior and student interaction.

**Safe Learning Grant.** The grant, enacted in the 2001 session, is designed to help develop school environments where children can learn without fear of physical or verbal harm or intimidation. The two-year grants will be awarded competitively and will focus on grades K-8. Grants range from \$10,000 to \$25,000 in the first year, depending on the size of the district.

Grants can be used to:

1. implement activities that encourage respect for each student,
2. decrease early youth aggression,
3. establish student conflict and intervention policies and procedures,
4. eliminate bullying,
5. extend the safe school environment to extra-curricular activities,
6. establish and enhance after-school activities, and
7. develop crisis and violence prevention policies and strategies.

The Safe Learning Grant request for proposals was published on December 7, 2001. Applications were due on January 18, 2002.

## **PROGRAMS IN OTHER STATES**

### ***New York***

The Resolving Conflict Creatively Program (RCCP) is used in 60 New York City Schools. It is a K-12 program that focuses on conflict resolution and intergroup relations. Created in 1985, RCCP is one of the largest and longest running conflict resolution programs. Its primary goal is "to ensure that young people develop the social and emotional skills needed to reduce violence and prejudice, form caring relationships, and build healthy lives." RCCP teaches young people conflict resolution skills, promotes intercultural understanding, and provides models for positive ways of dealing with conflict and differences.

RCCP is being used in 375 schools nationwide, including in Anchorage, Atlanta, New Orleans, Newark, Phoenix, and Boston. A two-

year evaluation by Columbia University's National Center for Children in Poverty found students in the program were less hostile, less likely to resort to aggression, and more likely to resolve conflict verbally instead of physically.

### **Tennessee**

Some schools in Tennessee have adopted a program called "Character Counts," which is distributed by a private nonprofit corporation. This program teaches students the "six pillars of character": trustworthiness, respect, responsibility, fairness, caring, and citizenship. According to Harriet Berrier, principal of Sevierville Primary School in Sevierville, Tennessee, this program works better than disciplining the children and sending them out of the classroom. Maryland uses the same program (see below), as do schools in many other states, including California, Florida, Illinois, Michigan, and New Mexico and Texas.

A new state law also expands existing reporting to include the number of students participating in conflict resolution programs, the conflict resolution strategies used, and the length and the results of the programs.

### **Oregon**

The Statewide Approach to Behavior for 7<sup>th</sup> and 8<sup>th</sup> graders was created by a school climate committee of teachers and administrators of Fern Ridge Middle School in Elmira, Oregon. It is designed to reinforce positive behavior and establish appropriate consequences for problem behavior. It incorporates peer mediation and conflict resolution to help promote a climate of nonviolence. Another part of the program allows school staff, families, students, and community representatives to develop rules and disciplinary procedures collaboratively.

Oregon has also implemented conflict resolution programs in its school systems statewide. These programs "concentrate on developing personal and group skills intended to resolve existing conflicts and prevent future conflicts which could lead to violence, building on a positive assets model in participants" (*Conflict Resolution Programs In Oregon Schools: A Guide & Resource Handbook for Successful Implementation*, p.2).

School districts implementing conflict resolution programs have shown improved student social and emotional competency; decreased student conflict; conflicts resolved at the student, teacher, and school level; improved school safety; constructive learning environments; decreased need for suspensions and disciplinary action; and increased valuable class time for teaching and learning (*Ibid.*, pp.4-5).

### ***Rhode Island***

George McDonough of the Rhode Island Department of Education reports that Rhode Island is implementing conflict resolution programs statewide. Instead of using suspension as a disciplinary measure, he says that schools are trying to move toward correcting the students' behaviors. The department developed a statewide task force that has just completed a study of this topic. Its report is due out at the end of February. We will forward a copy at your request.

### ***Maryland***

Maryland has implemented the following school discipline initiatives, in addition to Character Counts (see Tennessee above):

*Special Programs for Disruptive Students.* A 1996 law requires each local board of education to provide a continuum model of prevention and intervention activities and programs that reduce disruption and encourage and promote positive behavior. (Md. Code Ann., § 7-304)

*Monitoring Discipline Data.* Annually, each school system gathers suspension and expulsion information for each school, by type of offense, and submits it to the state education department. The department monitors this data, works with the local districts to analyze it, identifies problem areas, and implements initiatives to address needs.

*Annapolis Road Middle School (ARMS).* ARMS is a regional school designed to provide educational and support services to middle school students identified as habitually disruptive in their current placement.

*1998 Safe Schools Conference.* The purpose of the conference was to provide information on programs and activities that encourage and promote positive behavior and reduce student disruption. In addition, the conference allowed time for work session teams to incorporate the information and develop action plans for use in their local school systems, schools, and communities.



*Special Initiatives for Safe Schools Grant.* School teams that participated in the Safe Schools Conference were eligible to submit proposals for a competitive grant to implement effective strategies in their schools. Each school chosen had to analyze its school climate and discipline information and create a plan to address identified needs.

*Second Step.* This preschool through 9<sup>th</sup> grade program is designed to reduce impulsive and aggressive behavior in children and increase their level of social competence.

*Peer Mediation/ Conflict Resolution Programs.* Both programs teach students appropriate ways to resolve conflicts or disagreements. A fuller description of these programs appears on the Maryland Education Department website's [school safety](#) page.

### **Texas**

Texas has implemented the Consistency Management & Cooperative Discipline (CMCD) program in some school districts. The program designed to help schools establish and maintain order. CMCD started in the 1980s to increase student motivation and self-discipline by equipping students to share in responsibility for classroom management and discipline.

Consistency Management focuses on classroom organization and planning by teachers and other school staff. Cooperative Discipline trains students to share in the classroom management role of teachers and paraprofessionals. Students are allowed to assume responsibility for resolving disputes, solving problems, and making decisions. They acquire the necessary experience to become self-disciplined and act as responsible citizens of the school community.

CMCD has been implemented in more than 25 Texas schools, most of them in metropolitan Houston. The program is also being used in Chicago, where an evaluation of it in three K-8 schools found a 47% decrease in discipline referrals from 1998 to 1999, as well as an increase in student achievement.

JL/KA/eh

# School Safety and Bullying Resources

December 17, 2002

The Legislative Library has created a sample list of resources on school safety and bullying. The following is a list of resources available in the Legislative Library or through Internet resources.

## Collection Highlight

- *Brave Enough to Be Kind: a report of the Governor's Bullying Task Force Report.* The November 2002 report is available online through the Commission on Children. In addition, the Legislative Library has previous editions available for use within the Library.
- *Indicators of School Crime and Safety*, published by the National Center for Education Statistics, contains a variety of information on student victimization. The 2002 edition is available for use in the Library or from the NCES website.

## Workplace Bullying

<http://www.bullybusters.org>

Bullying is found in the workplace as well as in schools. The Workplace Bullying and Trauma Institute is an organization aimed at preventing bullying in the workplace.

## Internet Insights

BJS report on Indicators of School Crime and Safety: <http://www.ojp.usdoj.gov/bjs/abstract/iscs02.htm>  
 Educational Resources and Information Center: [http://eric.uoregon.edu/trends\\_issues/safety/](http://eric.uoregon.edu/trends_issues/safety/)  
 Mothers Against Violence in America: <http://www.mavia.org/default.asp>  
 National Alliance for Safe Schools: <http://www.safeschools.org/>  
 National Education Association: <http://www.nea.org/schoolsafety/>  
 National Resource Center for Safe Schools: <http://www.nwrel.org/safe/>  
 National School Safety Center: <http://nssc1.org/index.html>  
 Safe Schools Coalition, Inc.: <http://www.ed.mtu.edu/safe/>

## Featured Periodicals

The Legislative Library subscribes to both *The Chronicle of Higher Education* and *Education Week*. In addition to our hard-copy subscription, we also have access to the online version which enables library staff to search the paper for articles on specific subjects and retrieve the text at no charge to the Legislature.

## Other Governments' Resources

Check out the following states for information on what they are doing/have done with regard to school safety and bullying:

California: Bullying Prevention Resources

Colorado: Safe and Drug Free Schools

Massachusetts: Bullying Prevention Program

Washington: Bullying Toolbox

## Looking for model programs?

Committee for Children:

<http://www.cfchildren.org>

Olweus Bullying Prevention Program:

<http://modelprograms.samhsa.gov/pdfs/FactSheets/Olweus%20Bully.pdf>

## Bill Status Report for Substitute for Raised H.B. No. 5425

AN ACT CONCERNING BULLYING BEHAVIOR IN SCHOOLS AND CONCERNING THE PLEDGE OF ALLEGIANCE.

To require reports on bullying behavior among students so that the Department of Education has information on the size of the problem in each school district and each school.

Introduced by: Select Committee on Children

### Bill History

<i>Date</i>	<i>Action Taken</i>
6/7/2002	Signed by the Governor
5/23/2002	Transmitted to the Secretary of State
5/17/2002 (LCO)	Public Act 02-119
5/7/2002	Senate Passed as Amended by House Amendment Schedule B,C,D
5/7/2002	Senate Adopted House Amendment Schedule B,C,D
5/2/2002 (LCO)	File Number 607
5/1/2002	Favorable Report, Tabled for the Calendar, Senate
5/1/2002	Senate Calendar Number 421
4/30/2002	House Passed as Amended by House Amendment Schedule B,C,D
4/30/2002	House Adopted House Amendment Schedule D 4347
4/30/2002	House Adopted House Amendment Schedule C 3634
4/30/2002	House Adopted House Amendment Schedule B 3862
4/30/2002	Amendment Withdrawn, House Amendment Schedule A 3490
4/18/2002	Bill Passed Temporarily
4/18/2002	House Designated House Amendment Schedule A 3490
4/16/2002	Tabled for the Calendar, House
4/16/2002	No New File by Committee on Appropriations
4/16/2002 (LCO)	Reported Out of Legislative Commissioners' Office
4/16/2002 (LCO)	Filed with Legislative Commissioners' Office
4/16/2002 (APP)	Joint Favorable
4/12/2002	Referred by House to Committee on Appropriations
4/8/2002 (LCO)	File Number 379
4/8/2002	House Calendar Number 227
4/8/2002	Favorable Report, Tabled for the Calendar, House
4/8/2002 (LCO)	Reported Out of Legislative Commissioners' Office
4/1/2002 (LCO)	Referred to Office of Legislative Research and Office of Fiscal Analysis 04/08/02 10:00 AM
3/22/2002 (LCO)	Filed with Legislative Commissioners' Office
3/22/2002 (ED)	Joint Favorable Substitute

3/13/2002	Favorable Change of Reference, Senate to Committee on Education
3/12/2002	Favorable Change of Reference, House to Committee on Education
3/11/2002 (LCO)	Reported Out of Legislative Commissioners' Office
3/7/2002 (KID)	Joint Favorable Substitute Change of Reference Education
3/7/2002 (LCO)	Filed with Legislative Commissioners' Office
2/22/2002	Public Hearing 02/28
2/21/2002	Referred to Joint Committee on Children

Co-sponsors of HB-5425

Rep. Christel H. Truglia, 145th Dist.  
Rep. Ann P. Dandrow, 30th Dist.  
Rep. Anthony J. Tercyak, 26th Dist.  
Rep. Christopher R. Stone, 9th Dist.  
Rep. Jim O'Rourke, 32nd Dist.  
Rep. Gail K. Hamm, 34th Dist.  
Rep. Mary M. Mushinsky, 85th Dist.  
Rep. Peggy Sayers, 60th Dist.  
Rep. Walter M. Pawelkiewicz, 49th Dist.  
Rep. Sandy Nafis, 27th Dist.  
Rep. Toni E. Walker, 93rd Dist.  
Rep. Anthony J. D'Amelio, 71st Dist.  
Rep. Jeffrey J. Berger, 73rd Dist.  
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Rep. Melody A. Currey, 10th Dist.  
Rep. Cathy C. Tymniak, 133rd Dist.  
Rep. Paul R. Doyle, 28th Dist.  
Rep. Ted Graziani, 57th Dist.  
Rep. Roger Brian Michele, 77th Dist.  
Rep. Linda A. Orange, 48th Dist.  
Rep. Peter A. Nystrom, 46th Dist.  
Rep. Stephen D. Dargan, 115th Dist.  
Rep. Sonya Googins, 31st Dist.  
Rep. Kenneth P. Green, 1st Dist.  
Rep. Moira K. Lyons, 146th Dist.  
Rep. John H. Frey, 111th Dist.  
Rep. Richard F. Ferrari, 62nd Dist.  
Rep. Antonietta Boucher, 143rd Dist.  
Rep. Lile R. Gibbons, 150th Dist.  
Rep. Pat T. Shea, 112th Dist.  
Rep. F. Philip Prelli, 63rd Dist.  
Rep. Arthur J. O'Neill, 69th Dist.  
Rep. Richard Roy, 119th Dist.  
Rep. Richard O. Belden, 113th Dist.  
Rep. John A. Harkins, 120th Dist.  
Rep. Selim G. Noujaim, 74th Dist.  
Sen. Win Smith, 14th Dist.  
Sen. John A. Kissel, 7th Dist.  
Sen. Martin M. Looney, 11th Dist.  
Sen. Mary Ann Handley, 4th Dist.  
Sen. Biagio Ciotto, 9th Dist.  
Sen. George C. Jepsen, 27th Dist.

Rep. Julia B. Wasserman, 106th Dist.  
Sen. Edith G. Prague, 19th Dist.  
Sen. Brian McDermott, 34th Dist.  
Sen. Thomas A. Bozek, 6th Dist.  
Sen. Toni Nathaniel Harp, 10th Dist.  
Sen. Gary D. LeBeau, 3rd Dist.  
Rep. David A. Scribner, 107th Dist.  
Sen. Catherine W. Cook, 18th Dist.  
Sen. Bill Finch, 22nd Dist.  
Rep. Michael C. Fedele, 147th Dist.  
Rep. Grace Scire, 138th Dist.  
Rep. Pamela Z. Sawyer, 55th Dist.  
Rep. Lawrence G. Miller, 122nd Dist.  
Rep. Louis P. Esposito, 116th Dist.  
Sen. Eric D. Coleman, 2nd Dist.  
Sen. Thomas A. Colapietro, 31st Dist.  
Rep. John E. Stripp, 135th Dist.  
Rep. Livvy R. Floren, 149th Dist.  
Rep. Mary Ann Carson, 108th Dist.  
Rep. Robert W. Heagney, 16th Dist.  
Rep. John Stone, 134th Dist.  
Rep. Raymond V. Collins, 117th Dist.  
Rep. Themis Klarides, 114th Dist.  
Rep. Dennis H. Cleary, 80th Dist.  
Rep. Joseph D. Clemmons, 140th Dist.

Report printed on 12/5/2002 9:26:17 AM. Please direct all inquiries regarding the status of bills to the House and Senate Clerks' Offices.

Deadline: January 10, 2003 5:00 PM

**Proposed Bill Request****Introducers...**REP. SMITH, 152nd Dist.  
SEN. DOE, 37th Dist.**Subject:**Education  
Environment  
Health  
Judiciary  
Planning & Development  
Public Safety  
Taxes  
Transportation  
Other**Summary of Proposed Legislation (Maximum: 6,000 Characters)**

Require every teacher and principal to take courses on the prevention of bullying in schools.

**Statement of Purpose (Maximum: 1,500 Characters)**

To provide a safe learning environment for children in public schools.

**Additional Information****Contact:** Linda Legislativeaide**Phone:** x0000**Send Completed Bill to:** Linda Legislativeaide**"By Request":** ☐**Prior Legislation?****Bill No.:****Year:****Next** Note: After Proposed Bill deadline, LCO will send completed Proposed Bill to the appropriate Clerk's office for filing.



General Assembly  
February Session, 2002

***Proposed Bill No. 5425<sup>1</sup>***  
LCO No. 157

Referred to Committee on Education

Introduced by:  
REP. SMITH, 152<sup>nd</sup> Dist.  
SEN. DOE, 37<sup>th</sup> Dist.

***AN ACT CONCERNING BULLYING BEHAVIOR IN SCHOOLS.***

Be it enacted by the Senate and House of Representatives in General Assembly convened:

- 1 That title 10 of the general statutes be amended to provide that all
- 2 Connecticut public school teachers and administrators be required to
- 3 take courses on the prevention of bullying in schools.

***Statement of Purpose:***

To provide a safe learning environment for children in public schools.

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<sup>1</sup> This proposed bill was created for the benefit of the New Legislator Orientation.

**State of Connecticut**  
**GENERAL ASSEMBLY**



SELECT COMMITTEE ON CHILDREN  
ROOM 011  
STATE CAPITOL  
HARTFORD, CONNECTICUT 06106-1591

**Select Committee on Children**

**AGENDA**

**Tuesday, December 17, 2002**

**10:00 AM in Room 2E**

**I. CONVENE MEETING**

**II. REMARKS BY THE CHAIRS**

**III. RESERVE FOR SUBJECT MATTER PUBLIC HEARING**

1. Proposed S.B. No. 159 An Act Providing Financial Support For Certain Relative Caregivers
2. Proposed H.B. No. 5071 An Act Extending Subsidized Guardianship Benefits To Certain Relative Caregivers And Establishing A "Grandparents-As-Parents" Program

**IV. PROPOSED BILLS TO BE DRAFTED AS COMMITTEE BILLS**

1. Proposed S.B. No. 963 An Act Requiring Coordination Of Services For Children With Special Health Care Needs
2. ***Proposed H.B. No. 5425 An Act Concerning School Reporting Of Bullying Behavior***

**V. RAISED BILL CONCEPTS**

1. An Act Concerning Staff Shortages For Services To Children With Special Needs (requested by Sen. Harp)
2. An Act Concerning The Department Of Children And Families (requested by the Department of Children and Families)

**VI. ANNOUNCEMENT OF TIME AND DATE OF NEXT MEETING**

**VII. ADJOURNMENT**





General Assembly

February Session, 2002

**Committee Bill No. 5425<sup>1</sup>**

LCO No. 1333

Referred to Committee on

Introduced by:  
(ED)

**AN ACT CONCERNING SCHOOL REPORTING OF BULLYING  
BEHAVIOR.**

Be it enacted by the Senate and House of Representatives in General Assembly convened:

1 Section 1. Section 10-233e of the general statutes is repealed and the  
2 following is substituted in lieu thereof (*Effective July 1, 2002*):

3 (a) Each local or regional board of education shall inform all pupils  
4 within its jurisdiction and their parents, guardians and surrogate  
5 parents, if appointed pursuant to section 10-94g, at least annually, of  
6 the board policies governing [student] pupil conduct and school  
7 discipline. Each board shall further provide an effective means of  
8 notifying the parents, guardian or surrogate parent, if appointed, of  
9 any minor pupil against whom the disciplinary action authorized by  
10 the provisions of this section and sections 10-233a to 10-233d, inclusive,

<sup>1</sup> This bill was raised bill No. 5425 of the February Session, 2002, changed to a committee bill for the benefit of the New Legislator Orientation.

**Committee Bill No. 5425**

11 has been taken. Such notice shall be given within twenty-four hours of  
 12 the time such pupil has been excluded.

13 (b) Each local or regional board of education shall require the  
 14 principals in the schools under the jurisdiction of the board to keep  
 15 records and report to the board on incidents of bullying behavior  
 16 among pupils. Each board shall annually report to the Department of  
 17 Education on the number of such incidents in each school. The  
 18 department shall assist boards of education in identifying bullying  
 19 behavior for purposes of this subsection.

This act shall take effect as follows:	
Section 1	July 1, 2002

**Statement of Purpose:**

To require reports on bullying behavior among students so that the Department of Education has information on the size of the problem in each school district and each school.

*[Proposed deletions are enclosed in brackets. Proposed additions are indicated by underline, except that when the entire text of a bill or resolution or a section of a bill or resolution is new, it is not underlined.]*

Co-Sponsors: REP. SMITH, 152nd Dist.  
 SEN. DOE, 37<sup>th</sup> Dist.

**State of Connecticut**  
GENERAL ASSEMBLY

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SELECT COMMITTEE ON CHILDREN  
ROOM 011  
STATE CAPITOL  
HARTFORD, CONNECTICUT 06106-1591

**Select Committee on Children**

**PUBLIC HEARING AGENDA**

**Tuesday, December 17, 2002**

**10:30 AM in Room 2E**

**I. BILLS FOR PUBLIC HEARING**

1. Proposed S .B. No. 159 An Act Providing Financial Support for Certain Relative Caregivers
2. Proposed H. B. No. 5071 An Act Extending Subsidized Guardianship Benefits To Certain Relative Caregivers and Establishing A "Grandparents-As-Parents" Program
3. S. B. No. 963 An Act Requiring Coordination of Services For Children With Special Health Care Needs
4. ***H. B. No. 5425 An Act Concerning School Reporting of Bullying Behavior***
5. S. B. No. 336 An Act Concerning Staff Shortages For Services to Children With Special Health Care Needs
6. H. B. No. 5426 An Act Concerning the Department of Children and Families

February 28, 2002

SELECT COMMITTEE ON CHILDREN 11:00 a.m.

PRESIDING CHAIRMEN: Senator Williams

Representative Mushinsky

COMMITTEE MEMBERS PRESENT:

SENATORS: Harp, Cook

REPRESENTATIVES: Tercyak, Boukus, Dandrow, Thompson, Truglia, Tymniak, Willis

SENATOR WILLIAMS: Good morning, folks. I'd like to begin our public hearing of the Select Committee on Children. The first hour of the public hearing is reserved for legislators and agency heads and after that we will move to the public portion of the hearing.

Our first speaker is Deborah Fuller from the Judicial Department, to be followed by James Papillo and Elaine Zimmerman.

SEN. WILLIAMS: Next is Elaine Zimmerman, the Executive Director of the Commission on Children, to be followed by Tom Gilman, the Department of Children and Families and Jeanne Milstein, Child Advocate.

ELAINE ZIMMERMAN: Senator Williams, members of the Committee, my name is Elaine Zimmerman. I'm the Executive Director of the Commission on Children and I'm here this morning to speak in support of H.B. 5424, H.B. 5425, H.B. 5176 and S.B. 335 and S.B. 337.

As many of you know, the Commission on Children has been working since September 11th to assess what needs to happen to best assist children in response to terrorism. Some of the strategies that we took hold of, we did a forum with children in Connecticut. We traveled the state. We've met with the teachers. We worked with the

In response to H.B. 5425, the school reporting on bullying, I really want to commend the Committee on this bill. We just, as many of you know, had a death in Meriden of a young child who suicided in a closet. He hung himself. And he had been bullied.

We also had a child in the New Haven area, a girl who almost killed herself recently due to bullying. We know from bullying that unlike many, many problems that this one is really dangerous. That bullying can cause very serious depression and suicide for those who are the target.

For the bully, we see now longitudinally, that the child who is a bully, if he or she does not receive intervention by the age of 20, that child is already in our court system and by the age of 30, that child has now become in adult life, a felon.

What was once a sort of Huck Finn/Tom Sawyer situation of bullying, and boys will be boys, is now really frankly, beyond metaphor of how far we have let aggression go in our country and we need to rein it back in.

I have a few suggestions on that bill, however. Having worked with the schools as the Co-Chair for the Governor and Commissioner Sergi on bullying, we've seen that there might be a resistance to reporting bullying incidents and it might lead actually to thinning of definition and of sort of going underground.

I'd like to offer an alternative in this bill which is that schools should report on what they are doing to reduce aggression, including bullying and hazing and that they should report on whether or not in their methodology they have seen a decrease or an increase in such incidents. That would allow us to look at whether or

not they are doing anything, rather than just reporting a number.

What we are seeing is that there's no time to spare on this matter and I would offer the suggestion that a systemic response by asking them what they're doing and reporting that out each year to reduce aggression would be most helpful to us.

We do know that the better anti-bullying programs are working. The Dan Olweus program that was built in Scandinavia because of the number of suicides there has now been tested in our country and it is reducing youth aggression in schools by 50% in two years and there's another model that's been tested now in Manhattan and it's reducing aggression by 35% in two years and also increasing teacher participation and awareness of how to intervene substantively.

So there are models that work. There are also, frankly, models that do not work. It would be helpful to get our arms around this by seeing what the schools are doing.

I also want to highlight for you that last year there was a bill that passed, the Safe Learning Act. It was folded into the Department of Social Services' Approps bill at the end of session because of time limitations. In the Safe Learning Act we enumerated in detail an opportunity for schools to take part in rendering schools safer and we explicitly listed bullying.

There was a private donor who offered a half a million dollars and the state matched this with another half a million, so we have \$1 million for anti-bully programs in schools now. That half a million was a one time allocation on the state level. We may want to consider having that be more than a one year opportunity. And the private donor has

accurately and town west doesn't and when the statistics are published, town east is painted as a haven of hate or a haven of bullying, so there's a disincentive.

One of the things that we, and there may be inexpensive ways through training or other tools to begin to address the problem.

One of the things that we did about a year ago, six months actually, we released at a press conference with Dick Blumenthal and others, hate crime cards. They're simple cards that go on officers' clip boards and visors in their car that describe the elements of a hate crime and effective investigative techniques.

The same thing could be very effective here. Distribute it to teachers and administrators and maybe even students with a number to call. Very low cost. But I think ultimately those kinds of things can go a long way toward increasing the reliability of the data that you gather.

REP. MUSHINSKY: Actually, if you have a sample card, send that to us, too. Please, if you would.

DAVID WARREN: I will do that, Representative. Thank you.

REP. WILLIS: Thank you for coming here. I could, I actually have a case right now dealing with a constituent. I really could use one of those cards, in fact several, because I have to meet with (inaudible) and the State Police. So if you could send me here at the Capitol, that would be fabulous.

DAVID WARREN: I will do that.

REP. WILLIS: Thank you so much. And the Names Can't Hurt Us program as well.

DAVID WARREN: Names Can Really Hurt Us.

REP. WILLIS: No, I just want to tell you that I've done the program some years back and I think it's time to do it again, but it is a great program.

DAVID WARREN: Thank you very much.

SEN. WILLIAMS: Further questions? Thank you.  
Jonathan Hart to be followed by our final person,  
Deb Poerio.

JONATHAN HART: Senator Williams, Representative  
Mushinsky and members of the Select Committee on  
Children, my name is Jonathan Hart and I'd like to  
thank you today for the opportunity to testify in  
support of H.B. 5424 AN ACT CONCERNING CIVIL  
PREPAREDNESS AND THE NEEDS OF CHILDREN.

I'd just like to remind you of the  
importance involving children in these  
things. I know earlier today we were  
talking about bullying. And involving  
children, I think, is the most important  
thing you can do. Children are affected by  
it and children should be involved with  
that.

Personally, I became involved with the  
legislative process here from 4-H. We were  
sponsoring a bill that went through the  
House last year and that taught me a lot  
of lessons that were very important and I  
think that's really important for kids to  
learn that the legislative process is  
accessible to them and to become involved  
with programs like this.

Get kids involved. You'll be amazed what  
we can do. Thanks.

(TESTIMONY NOT ASSOCIATED WITH HB 5425 IS CUT FROM  
THIS DOCUMENT)



**State of Connecticut**  
**GENERAL ASSEMBLY**

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SELECT COMMITTEE ON CHILDREN  
ROOM 011  
STATE CAPITOL  
HARTFORD, CONNECTICUT 06106-1591

**Select Committee on Children**

**AGENDA**

**Tuesday, December 17, 2002**

**11:00 AM in Room 2E**

**I. CONVENE MEETING**

**II. REMARKS BY THE CHAIRS**

**III. FINAL ACTION**

1. H. B. No. 5071 An Act Extending Subsidized Guardianship Benefits to Certain Relative Caregivers and Establishing A "Grandparents-As-Parents" Program
  - JF Change of Reference to the Human Services Committee
2. S. B. No. 336 An Act Concerning Staff Shortages for Services to Children With Special Health Care Needs
  - JFS Change of Reference to the Public Health Committee
  - Incorporate Sections 2, 3 and 4 of S. B. 936 An Act Requiring Coordination of Services For Children With Special Health Care Needs
3. ***H. B. No. 5425 An Act Concerning School Reporting of Bullying***
  - JFS Change of Reference to the Education Committee
  - See Proposed Substitute
4. H. B. No. 5426 An Act Concerning the Department of Children and Families - JF

**IV. ADJOURNMENT**

# SELECT COMMITTEE ON CHILDREN

## VOTE TALLY SHEET

**Bill** HB-5425 **Amendment Letter:**  
**No.:**

AN ACT CONCERNING SCHOOL REPORTING OF BULLYING  
BEHAVIOR.

**Chair:** WILLIAMS, D. **Motion:** MUSHINSKY, **Second:** TRUGLIA, C.  
M.

**Action:** Joint Favorable Substitute Change of Reference To Education

**Language** LCO No. 2411

**Change:** Consent Calendar

TOTALS	Voting		Yea	Nay		Abstain		Absent and Not Voting		Voice Vote	
	11		11	0		0		1			
		yea	nay	abstain	absent			yea	nay	abstain	absent
Sen. Williams, D. 29	X										
Rep. Mushinsky, M. 85	X										
Sen. Harp, T. 10	X										
Rep. Hamm, G. 34	X										
Sen. Cook, C. 18	X										
Rep. Tercyak, A. 26	X										
Rep. Boukus, E. 22	X										
Rep. Dandrow, A. 30	X										
Rep. Thompson, J. 13	X										



## **REPORT ON BILLS FAVORABLY REPORTED BY COMMITTEE**

**COMMITTEE:** Select Committee on Children

**File No.:**

**Bill No.:** HB-5425

**PH Date:** 2/28/2002

**Action/Date:** Joint Favorable  
Substitute 3/7/2002

**Reference Change:** Education Committee

### **TITLE OF BILL:**

AN ACT CONCERNING SCHOOL REPORTING OF BULLYING  
BEHAVIOR.

### **SPONSORS OF BILL:**

Select Committee on Children

Representative Truglia, 145<sup>th</sup>  
District

### **REASONS FOR BILL:**

The bill seeks to ensure that pupils are safe in school and do not suffer from bullying. The lethal effect of bullying became apparent when an 11- year-old Meriden boy committed suicide due to constant bullying. His suicide was not an isolated incident nor is bullying isolated by gender. An East Haven girl attempted suicide because of bullying that she suffered for more than two years.

The substitute bill 1.) requires all boards of education to develop a procedure for anonymous reporting of bullying behavior; 2.) creates a reporting requirement on incidents of bullying to identify which schools suffer from bullying and what actions school districts take to combat bullying and 3.) provides a definition of bullying behavior.

### **RESPONSE FROM ADMINISTRATION/AGENCY:**

**REPRESENTATIVE MARY MUSHINSKY, 85<sup>th</sup> District**, in written testimony, that the bill came about as a result of the suicide of an 11- year old Meriden boy due to constant bullying by his peers at school.

This boy is not alone in his experiences or reactions to bullying. An East Haven girl shortly after tried to kill herself because of all the bullying she endured for the past two years. Despite efforts by her mother to get the East Haven Board of Education to help, the school has been non-responsive in helping to eliminate this problem, and the mother has since taken her child out of school.

In some schools bullying prevention is embraced, but in other schools officials will not touch it, and so the problem continues. We need to know which schools are having success and which schools are having problems with bullying. We also need to know why some schools have less incidents of bullying than others and what programs or tactics they are using to successfully reduce bullying in their schools.

**JEANNE MILSTEIN/Child Advocate, Office of the Child Advocate** supports the bill because fatality data from the Child Fatality Review Panel reveals that last year youth suicides (11-18 years old) almost doubled. Preliminary information shows that the two common factors shared by these children are mental health issues and being bullied. The bill expands the reporting requirement to incidents of bullying and assists boards of education in identifying bullying behavior.

The Child Advocate suggested the following changes to the raised bill:

1. Broaden the bill to provide the State Department of Education with additional information essential to help school districts identify and intervene with mental health needs children.
2. Clearly define bullying in order to have consistent reporting.

(The Committee, in the substitute bill, amended lines 22 through 27 with the following definition "... a child is being bullied when such child is subjected, repeatedly and over time, to physical and verbal, aggression, social alienation, intimidation, harassment based on racial or ethnic background or sexual harassment by another member of the school community.")

3. Schools need to track intervention strategies and the outcomes of programs that are implemented.

(The Committee, in the substitute bill, amended lines 16 through 19 to require schools to "... (2) keep records and report to the board on incidents of bullying behavior in their schools, measures taken to reduce the number of such incidents and the effectiveness of such measures.")

Early detection and early intervention is one of the most effective ways of preventing some of these youth suicides. These detection and

intervention strategies involve implementation of research-based anti-bullying programs, housing, mental health, and training for teachers in schools.

**JAMES PAPILLO/Victim Advocate, Office of Victim Advocate** supports the effort to identify bullying behavior in schools with the hope of using that information to address and prevent such behavior from occurring.

**ELAINE ZIMMERMAN/Executive Director, Commission on Children** supports the bill because bullying is a red flag for later aggressive behavior. Children who are bullies in their early years often have criminal records as adults. The target of bullying ends up depressed, isolated, and fearful of school. He often takes his anger out, over time, on himself or others. The only common variable among the school shootings across this nation was that of bullying. The bully if not helped, ends up out of school and in jail.

Connecticut passed the Safe Learning Act last year that to addressed bullying. A private donor matched the state by donating one half million dollars. There is no new money in the state budget for the Safe Learning Act even though the private donor continues to offer matching funds. The \$500,000 for the Safe Learning Act should be put back in the budget to keep the private matching funding going and to offer more schools the opportunity for interventions.

Ms. Zimmerman recommends the bill be amended to require reporting on what the school is doing to reduce aggression, and what programs they are using. This reporting requirement should offer the expectation of systemic intervention, analysis, and measurements of outcomes. Within that context, schools should report on the number of incidents of hazing, bullying, and other specified aggressive acts and report on the results.

(The Committee, in the substitute bill, amended lines 16 through 19 to require schools to "... (2) keep records and report to the board on incidents of bullying behavior in their schools, measures taken to reduce the number of such incidents and the effectiveness of such measures.")

Recently in a program sponsored by the Hasbro Foundation, bullying was reduced by 35 percent in two years and teacher intervention increased by 100 percent. In the Olweus model, begun in Norway and Sweden because of increases in youth suicide resulting from bullying, aggression decreased 50 percent in just two years. Everyone is trained to stop bullying, the janitor, the playground assistant, teachers, parents, and children.

## NATURE AND SOURCES OF SUPPORT:

**SHELLEY GEBALLE/Co-President, Connecticut Voices for Children** supports the bill with an additional amendment that would broaden it to provide the State Department of Education with additional information to help school districts identify and appropriately intervene to help children with mental health needs. Connecticut Voices for Children urges the implementation of the following recommendations of the Children's Committee of the Mental Health Policy Council:

1. Enact a clear statutory definition of "truancy" by amending Statue 10-198a(a) to assure consistency across school districts.
2. Require the State Department of Education to adopt a protocol that assists school districts in tracking students who are truant and require school district to report data on truancy by relevant category.
3. Require the State Department of Education to notify school districts that have particularly high truancy, suspension, and expulsion rates and require these districts to provide, in a manner satisfactory to the state, a rationale for the high rates or a plan to correct the problem.

**MICHAEL SCHWARZCHILD, Ph.D./President, Connecticut Psychological Association** stated that the provision of information to parents regarding pupil behavior and discipline is a necessary step in addressing the problem. He recommends:

1. The definition of bullying be the definition from the report, Brave Enough to Be Kind, from the Governor's Prevention Partnership Bullying Task Force; "A person is being bullied when he or she is the target, repeatedly and over time, of negative actions undertaken by one or several other individuals who are more powerful than the target in some way. Negative actions, which can begin with name calling, or social isolation and can build to actual attacks and/or attempts to injure or humiliate another person, include physical and verbal aggression, social alienation, intimidation, racial and ethnic harassment and sexual harassment."

(The Committee, in the substitute bill, amended lines 22 through 27 with the following definition "... a child is being bullied when such child is subjected, repeatedly and over time, to physical and verbal, aggression, social alienation, intimidation, harassment based on racial or ethnic background or sexual harassment by another member of the school community.")

2. The school board should report annually on the resources it has available for the prevention and control of bullying.
3. The Safe Learning Act that provides for the establishment of model programs to address bullying should be re-funded by the state.

**REPRESENTATIVE MARY MUSHINSKY, 85<sup>th</sup> District** (See above, Response From Administration/Agency)

**JEANNE MILSTEIN/Child Advocate, Office of the Child Advocate** (See above, Response From Administration/Agency)

**JAMES PAPILLO/Victim Advocate, Office of Victim Advocate** (See above, Response From Administration/Agency)

**ELAINE ZIMMERMAN/Executive Director, Commission on Children** (See above, Response From Administration/Agency)

#### **NATURE AND SOURCES OF OPPOSITION:**

**CONNECTICUT ASSOCIATION OF BOARDS OF EDUCATION (CABE)** stated, in written testimony, that the bill creates additional and unnecessary reporting which will be exacerbated by the difficulty of defining bullying. As an alternative, CABE recommended the Committee support the ongoing efforts of districts to utilize a variety of prevention programs to reduce bullying.

Alexander Handy      03-18-02

Rod O'Connor

---

Reported by

---

Date





General Assembly

**Substitute Bill No. 5425**

February Session, 2002

**AN ACT CONCERNING SCHOOL REPORTING OF BULLYING BEHAVIOR.**

Be it enacted by the Senate and House of Representatives in General Assembly convened:

1 Section 1. Section 10-233e of the general statutes is repealed and the  
2 following is substituted in lieu thereof (*Effective July 1, 2002*):

3 (a) Each local or regional board of education shall inform all pupils  
4 within its jurisdiction and their parents, guardians and surrogate  
5 parents, if appointed pursuant to section 10-94g, at least annually, of  
6 the board policies governing [student] pupil conduct and school  
7 discipline. Each board shall further provide an effective means of  
8 notifying the parents, guardian or surrogate parent, if appointed, of  
9 any minor pupil against whom the disciplinary action authorized by  
10 the provisions of this section and sections 10-233a to 10-233d, inclusive,  
11 has been taken. Such notice shall be given within twenty-four hours of  
12 the time such pupil has been excluded.

13 (b) Each local or regional board of education shall require the  
14 principals in the schools under the jurisdiction of the board to (1)  
15 develop a procedure for pupils, teachers and other staff to make  
16 anonymous reports on incidents of bullying behavior, and (2) keep  
17 records and report to the board on incidents of bullying behavior in  
18 their schools, measures taken to reduce the number of such incidents  
19 and the effectiveness of such measures. Each board shall annually

**Substitute Bill No. 5425**

20 report such information, by school, to the Department of Education.  
 21 The department shall provide information to school districts on  
 22 measures that have resulted in a reduction in bullying behavior. For  
 23 purposes of this subsection, a child is being bullied when such child is  
 24 subjected, repeatedly and over time, to physical and verbal aggression,  
 25 social alienation, intimidation, harassment based on racial or ethnic  
 26 background or sexual harassment by another member of the school  
 27 community.

This act shall take effect as follows:	
Section 1	July 1, 2002

**KID***Joint Favorable Subst. C/R***ED**

# EDUCATION COMMITTEE

## VOTE TALLY SHEET

**Bill** HB-5425 **Amendment Letter:**  
**No.:**

AN ACT CONCERNING SCHOOL REPORTING OF BULLYING  
BEHAVIOR.

**Chair:** GAFFEY, T. **Motion:** STAPLES, C. **Second:** HERLIHY, T.

**Action:** Joint Favorable Substitute To the Floor

**Language** Line 5 strike "a requirement that", insert "an intervention  
**Change:** strategy for", Line 6 strike "intervene", Line 8 strike "a  
requirement of written notice", insert "notification"

TOTALS	Voting		Yea	Nay	Abstain	Absent and Not Voting		Voice Vote			
	28	27	1	0	5						
		yea	nay	abstain	absent			yea	nay	abstain	absent
Sen. Gaffey, T. 13	X					Rep. Ryan, K. 139	X				
Rep. Staples, C. 96	X					Rep. Sawyer, P. 55	X				
Sen. Handley, M. 4	X					Rep. Shea, P. 112	X				
Rep. Kerensky, N. 14	X					Rep. Wallace, L. 109	X				
Sen. Herlihy, T. 8	X					Rep. Widlitz, P. 98	X				
Rep. Heagney, R. 16	X					Rep. Willis, R. 64	X				
Sen. Aniskovich, W. 12				X							
Rep. Beals, N. 88	X										

Rep. <b>Blackwell</b> , D. X 12									
Rep. <b>Boucher</b> , A. X 143									
Rep. <b>Cafero</b> , L. X 142									
Rep. <b>Cardin</b> , M. 53			X						
Rep. <b>Currey</b> , M. X 10									
Rep. <b>Diamantis</b> , K. 79			X						
Rep. <b>Dyson</b> , W. 94			X						
Sen. <b>Finch</b> , B. 22 X									
Rep. <b>Flaherty</b> , P. X 8									
Sen. <b>Fonfara</b> , J. 1			X						
Rep. <b>Fritz</b> , M. 90 X									
Sen. <b>Genuario</b> , R. X 25									
Rep. <b>Giannaros</b> , D. 21 X									
Rep. <b>Green</b> , K. 1 X									
Rep. <b>Klarides</b> , T. X 114									
Rep. <b>Merrill</b> , D. 54 X									
Rep. <b>Nafis</b> , S. 27 X									
Rep. <b>Powers</b> , C. 151	X								

Rep. Reinoso, F. 130	X										
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Vote 03/22/2002 12:00:00 PM  
date:

Correction date:

## **REPORT ON BILLS FAVORABLY REPORTED BY COMMITTEE**

**COMMITTEE:** Education Committee

**File No.:**

**Bill No.:** HB-5425

**PH Date:** 2/28/2002

**Action/Date:** 03/22/2002

**Reference Change:** JFS To The Floor

**TITLE OF BILL:**

AN ACT CONCERNING SCHOOL REPORTING OF BULLYING  
BEHAVIOR.

**SPONSORS OF BILL:**

Select Committee on Children

Representative Truglia, 145<sup>th</sup>  
District

**REASONS FOR BILL:**

The Substitute language makes the following changes:

Schools shall develop a policy to implement the following provisions 1) students will be able to make anonymous reports of bullying, investigations of such reports by school personnel shall also be anonymous. 2) An intervention strategy for school staff members. 3) A code of conduct concerning bullying shall be included in the student code of conduct. 4) Parents or guardians of students involved in verified acts of bullying shall be notified of the act and any consequences of the act.

**RESPONSE FROM ADMINISTRATION/AGENCY:**

See Select Committee on Children JF Report

**NATURE AND SOURCES OF SUPPORT:**

See Select Committee on Children JF Report

**NATURE AND SOURCES OF OPPOSITION:**

See Select Committee on Children JF Report

Ryan Rose

03/25/2002

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Reported by

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Date



General Assembly

***Substitute Bill No. 5425***

*February Session, 2002*

***AN ACT CONCERNING BULLYING BEHAVIOR IN SCHOOLS.***

Be it enacted by the Senate and House of Representatives in General Assembly convened:

- 1      Section 1. (NEW) (*Effective July 1, 2002*) Each local and regional  
 2      board of education shall develop a policy to address the problem of  
 3      bullying in its schools. Such policy shall include provisions for (1)  
 4      anonymous reporting by students of acts of bullying and investigation  
 5      by school personnel of such reports, (2) an intervention strategy for  
 6      school staff who witness acts of bullying, (3) the inclusion of language  
 7      in student codes of conduct concerning bullying behavior, and (4)  
 8      notification to the parents or guardians of all students involved in any  
 9      verified acts of bullying including a description of the response of  
 10     school personnel to such an act and any consequences that may result  
 11     from further acts of bullying.

This act shall take effect as follows:	
Section 1	<i>July 1, 2002</i>

***KID***      *Joint Favorable Subst. C/R*

ED

***ED***      *Joint Favorable Subst.*





# House of Representatives

General Assembly File No. 379

February Session, 2002

Substitute House Bill No. 5425

*House of Representatives, April 8, 2002*

The Committee on Education reported through REP. STAPLES of the 96th Dist., Chairperson of the Committee on the part of the House, that the substitute bill ought to pass.

## **AN ACT CONCERNING BULLYING BEHAVIOR IN SCHOOLS.**

Be it enacted by the Senate and House of Representatives in General Assembly convened:

1 Section 1. (NEW) (*Effective July 1, 2002*) Each local and regional  
 2 board of education shall develop a policy to address the problem of  
 3 bullying in its schools. Such policy shall include provisions for (1)  
 4 anonymous reporting by students of acts of bullying and investigation  
 5 by school personnel of such reports, (2) an intervention strategy for  
 6 school staff who witness acts of bullying, (3) the inclusion of language  
 7 in student codes of conduct concerning bullying behavior, and (4)  
 8 notification to the parents or guardians of all students involved in any  
 9 verified acts of bullying including a description of the response of  
 10 school personnel to such an act and any consequences that may result  
 11 from further acts of bullying.

This act shall take effect as follows:

Section 1	<i>July 1, 2002</i>
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**KID**      *Joint Favorable Subst. C/R*

ED

**ED**      *Joint Favorable Subst.*

The following fiscal impact statement and bill analysis are prepared for the benefit of members of the General Assembly, solely for the purpose of information, summarization, and explanation, and do not represent the intent of the General Assembly or either House thereof for any purpose:

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### ***OFA Fiscal Note***

***State Impact:*** None

***Municipal Impact:***

Effect	Municipalities	FY 03 \$	FY 04 \$
STATE MANDATE - Cost	Local and Regional School Districts	Minimal	Minimal

### ***Explanation***

This bill results in minimal costs to local and regional school districts and to some degree the State Department of Education (vocational-technical schools). The minimal costs are associated with increased paperwork in developing a policy addressing bullying and in the carrying out of such policies that must include certain provisions as dictated in the bill. The minimal costs associated with the bill are absorbable in the budgets of all involved school districts.

**OLR Bill Analysis**

sHB 5425

**AN ACT CONCERNING BULLYING BEHAVIOR IN SCHOOLS****SUMMARY:**

This bill requires all school boards to develop a policy addressing bullying. The policy must provide for (1) anonymous reporting by students, (2) school personnel to investigate anonymous reports, (3) a strategy for school staff to intervene when they witness bullying, (4) language in student codes of conduct about bullying, and (5) notice to parents or guardians of bullying. The notice must go to the parents or guardians of all students involved in a verified act of bullying. It must describe the school's response and any consequences that may result from further acts of bullying.

EFFECTIVE DATE: July 1, 2002

**BACKGROUND*****Related Law***

PA 01-1, June Special Session, required the State Department of Education to establish a competitive grant program, within available funds, to help school districts in, among other things, (1) eliminating student bullying, (2) developing safe school environments where children can learn without fear of physical or verbal harm or intimidation, (3) developing activities encouraging respect, (4) reducing early youth aggression, and (5) establishing student conflict and intervention policies and strategies.

**COMMITTEE ACTION**

Select Committee on Children

Joint Favorable Substitute Change of Reference

Yea 11    Nay 0

Education Committee

Joint Favorable Substitute

Yea 27      Nay 1

**JOURNAL OF THE HOUSE****Friday, April 12, 2002**

The House of Representatives was called to order at 11:31 o'clock a. m. ,  
Representative Villano of the 91st District in the Chair.

**BUSINESS ON THE CALENDAR  
MATTERS REFERRED TO THE COMMITTEE ON  
APPROPRIATIONS**

On motion of Representative McCluskey of the 20th District, the following matters were referred to the Committee on Appropriations in accordance with House Rule (20)(e)(ii).

**JUDICIARY. Substitute for H. B. No. 5061 (RAISED) (File No. 375) AN ACT CONCERNING THE EMPLOYEES' REVIEW BOARD.**

**EDUCATION. Substitute for H. B. No. 5425 (RAISED) (File No. 379) AN ACT CONCERNING BULLYING BEHAVIOR IN SCHOOLS.**

**EDUCATION. Substitute for H. B. No. 5497 (RAISED) (File No. 363) AN ACT IMPLEMENTING THE PROVISIONS OF PUBLIC LAW 107-110 AND CONCERNING INTERDISTRICT MAGNET SCHOOLS.**

**JUDICIARY. Substitute for H. B. No. 5662 (RAISED) (File No. 413) AN ACT CONCERNING FEES CHARGED BY COURT REPORTERS AND MONITORS.**

**BUSINESS ON THE CALENDAR**



Sen. <b>Genuario</b> , R. 25	X				Sen. <b>Hartley</b> , J. 15	X			
Rep. <b>Metz</b> , P. 101	X				Rep. <b>Jarmoc</b> , S. 59	X			
Rep. <b>Abrams</b> , J. 83	X				Rep. <b>Johnston</b> , S. 51	X			
Sen. <b>Aniskovich</b> , W. 12	X				Rep. <b>Kerensky</b> , N. 14	X			
Rep. <b>Boukus</b> , E. 22	X				Rep. <b>Martinez</b> , L. 128	X			
Sen. <b>Bozek</b> , T. 6	X				Rep. <b>Merrill</b> , D. 54				X
Sen. <b>Cappiello</b> , D. 24	X				Rep. <b>Michele</b> , R. 77	X			
Rep. <b>Cardin</b> , M. 53				X	Rep. <b>Nafis</b> , S. 27	X			
Rep. <b>Caruso</b> , C. 126	X				Rep. <b>O'Connor</b> , B. 35	X			
Rep. <b>Chapin</b> , C. 67	X				Rep. <b>Orange</b> , L. 48	X			
Rep. <b>Cleary</b> , D. 80	X				Rep. <b>O'Rourke</b> , J. 32	X			
Sen. <b>Cook</b> , C. 18	X				Sen. <b>Prague</b> , E. 19	X			
Rep. <b>Currey</b> , M. 10	X				Rep. <b>Roy</b> , R. 119	X			
Rep. <b>D'Amelio</b> , A. 71	X				Rep. <b>Stone</b> , J. 134	X			
Rep. <b>Dickman</b> , C. 132				X	Rep. <b>Stripp</b> , J. 135	X			
Rep. <b>Dillon</b> , P. 92	X				Rep. <b>Thompson</b> , J. 13	X			







General Assembly

***Substitute Bill No. 5425****February Session, 2002****AN ACT CONCERNING BULLYING BEHAVIOR IN SCHOOLS.***

Be it enacted by the Senate and House of Representatives in General Assembly convened:

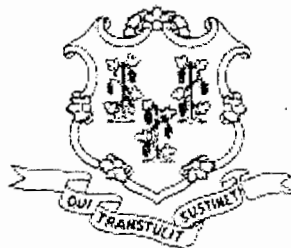
- 1      Section 1. (NEW) (*Effective July 1, 2002*) Each local and regional  
 2      board of education shall develop a policy to address the problem of  
 3      bullying in its schools. Such policy shall include provisions for (1)  
 4      anonymous reporting by students of acts of bullying and investigation  
 5      by school personnel of such reports, (2) an intervention strategy for  
 6      school staff who witness acts of bullying, (3) the inclusion of language  
 7      in student codes of conduct concerning bullying behavior, and (4)  
 8      notification to the parents or guardians of all students involved in any  
 9      verified acts of bullying including a description of the response of  
 10     school personnel to such an act and any consequences that may result  
 11     from further acts of bullying.

This act shall take effect as follows:	
Section 1	July 1, 2002

***KID***      *Joint Favorable Subst. C/R*

ED

***ED***      *Joint Favorable Subst.****APP***      *Joint Favorable*

*State of Connecticut**House of Representatives***CALENDAR****Thursday, April 18, 2002**

(All matters marked X have been in the files one day. )

(All matters marked XX are ready for the action of the House. )

(Committee reports are listed in chronological order with the  
originating committee first and the most recent last. )

<i>Cal. No.</i>	<i>Title</i>	<i>File No.</i>
XX 0227	Substitute for House Bill No. 5425. AN ACT CONCERNING BULLYING BEHAVIOR IN SCHOOLS.  Committee Reports: KID, ED, APP	379



General Assembly

**Amendment**

February Session, 2002

LCO No. 3490<sup>1</sup>

Offered by:

REP. MUSHINSKY, 85<sup>th</sup> Dist.REP. STAPLES, 96<sup>th</sup> Dist.

To: Subst. House Bill No. 5425

File No. 379

Cal. No. 227

**"AN ACT CONCERNING BULLYING BEHAVIOR IN SCHOOLS."**

1 Strike everything after the enacting clause and substitute the  
 2 following in lieu thereof:

3 "Section 1. (NEW) (*Effective July 1, 2002*) Each local and regional  
 4 board of education shall develop a policy, for use on and after October  
 5 1, 2002, to address the existence of bullying in its schools. Such policy  
 6 shall: (1) Enable students to anonymously report acts of bullying to  
 7 teachers and school administrators, (2) require teachers and other  
 8 school staff who witness acts of bullying or receive student reports of  
 9 bullying to notify school administrators, (3) require school  
 10 administrators to investigate such reports, (4) include an intervention  
 11 strategy for school staff to deal with bullying, (5) provide for the  
 12 inclusion of language in student codes of conduct concerning bullying,  
 13 (6) require the parents or guardians of students who commit any

<sup>1</sup> Amendment was called as "House Schedule A" and was withdrawn.

14 verified acts of bullying and the parents or guardians of students  
15 against whom such acts were directed to be notified, and (7) require  
16 each school to maintain a list of the number of verified acts of bullying  
17 in such school and make such list available for public inspection. The  
18 notification required pursuant to subdivision (6) of this section shall  
19 include a description of the response of school staff to such acts and  
20 any consequences that may result from the commission of further acts  
21 of bullying. For purposes of this section, "bullying" means any pattern  
22 of overt acts by a student or a group of students directed against  
23 another student with the intent to ridicule, humiliate or intimidate the  
24 other student while on school grounds or at a school-sponsored  
25 activity."

This act shall take effect as follows:	
Section 1	<i>July 1, 2002</i>

**OFA Fiscal Note****NO FISCAL IMPACT**

*The preceding Fiscal Impact statement is prepared for the benefit of the members of the General Assembly, solely for the purposes of information, summarization and explanation and does not represent the intent of the General Assembly or either House thereof for any purpose.*

CONNECTICUT GENERAL ASSEMBLY  
HOUSE OF REPRESENTATIVES  
April 18, 2002

The House of Representatives was called to order at 11: 20 o'clock, Deputy Speaker Hyslop in the Chair.

DEPUTY SPEAKER CURREY:

The House will come back to order.  
Are there any other announcements or points of personal privilege? If not, we will return to the Call of the Calendar.  
Will the Clerk please call Calendar 227.

CLERK:

On page 27, Calendar 227, Substitute for H. B.5425, AN ACT CONCERNING BULLYING BEHAVIOR IN SCHOOLS. Favorable Report of the Committee on Appropriations.

DEPUTY SPEAKER CURREY:

Representative Mushinsky of the 85th.

REP. MUSHINSKY: (85TH)

Thank you, Madam Speaker. I move acceptance of the joint committee's favorable report and passage of the bill.

DEPUTY SPEAKER CURREY:

The question before us is on acceptance and passage. Please proceed, Madam.

REP. MUSHINSKY: (85TH)

Thank you, Madam Speaker. The Clerk has an amendment, LCO 3490. If the Clerk would please call and may I summarize?

DEPUTY SPEAKER CURREY:

Will the Clerk please call LCO 3490, designated House "A".

CLERK:

LCO number 3490, House "A" offered by Representatives Mushinsky and Staples.

DEPUTY SPEAKER CURREY:

Representative Mushinsky.

REP. MUSHINSKY: (85TH)

Thank you, Madam Speaker. This is a strike everything amendment. I would like to move adoption and then will summarize the new language.

DEPUTY SPEAKER CURREY:

The question before us is on adoption. Please proceed.

REP. MUSHINSKY: (85TH)

Thank you, Madam Speaker. This amendment requires each local and regional board of education to develop a policy for use on and after October 1, 2002 to address the problem of bullying in schools.

The policy shall include a way for students to anonymously report acts of bullying;

A requirement that staff or teachers who witness bullying notify the school administrators;

A requirement that administrators investigate such reports and intervention strategy for school staff to deal with bullying;

A provision for adding language to student codes of conduct regarding bullying;

A requirement to notify parents or guardians of students who commit verified acts of bullying and the parents of the students against whom, the victims, that is, against whom such acts were directed;

And a requirement that each school maintain a list of the total number of verified acts of bullying and make that list available for public inspection.



The amendment also creates a new standardized definition of "bullying" so all schools will recognize it.

This measure is of great interest to parents around the State. In my own area, thinking I was going to be meeting with five parents, I walked into a room of 50. It was a group that had formed quickly after a bullied child committed suicide and a second bullied child was prevented just before committing suicide. I have learned from calls around the State that it is a chronic problem with long term repercussions to school learning, to school attendance, and can lead to violence in schools and beyond school years.

I urge your support for this amendment which will become the bill.

DEPUTY SPEAKER CURREY:

Representative Tercyak of the 26th.

REP. TERCYAK: (26TH)

Thank you, Madam Speaker. If there is anyone in this Chamber who is not aware of the seriousness of bullying, just talk about this proposed legislation to students from your district when they come here to the Capitol to visit.

As my fellow urban legislators and I agreed visiting students from our community, so far they've been coming here this year from grades four through twelve, we make a point of mentioning bullying. There is nothing, there is nothing that holds their attention more than any discussion about bullying.

It occurs in all grades. Children and youths see it, they hear it, and unfortunately, a number of them experience it.

The seriousness of bullying ranges from name calling to actual physical harm and as Representative Mushinsky just mentioned, even cause death.

That must stop. Bullying must stop. Students should never dread or fear going to school. School should be a learning experience. School should be a happy experience.

This legislation, if adhered to, will go a long way toward rectifying situations which should never, never occur in our schools. This hurt must stop. Please join me in supporting this legislation and the amendment as discussed by Senator Mushinsky. Thank you, Madam Speaker.

DEPUTY SPEAKER CURREY:

Thank you, sir.  
Representative Heagney of the 16th.

REP. HEAGNEY: (16TH)

Thank you, Madam Speaker. Madam Speaker, I rise in support of this legislation. Though I have some reservations about the obligations and commitments we place on our boards of education because every time we turn and take a good idea, we create another obligation upon them and here it is a list and actions, but I think I join Representative Tercyak in recognizing that this is a problem that needs to be addressed. It's not the most severe problem and I'm not sure that this legislation can fully correct all of those things.

But what are we talking about? And I think that's important for us to identify that we're talking about acts that are designed to ridicule, to humiliate or intimidate a student. That they are not single and isolated acts. And they're not acts that occur in one day, but occur over a long period of time.

Additionally, there are acts that are directed at individual students by a student or by a group of students. And so they're not isolated incidents in which one students says something out of place or which a group of students take an act that was perhaps later thought ill of. But Madam Speaker, I do have a question with regard to the present legislation and I would ask to direct that question to the proponent of the bill, through you.

DEPUTY SPEAKER CURREY:

For the second time, Madam Speaker. It just makes sense to me that if you're going to compile a list, just to leave it in the school, that does nothing to address those issues. I think that once a school compiles the list, they ought to make that information available to their boards of ed that have the jurisdiction over those school systems. I mean, I think that makes a little more sense than just having a list that there was 140 bullying acts in a school and it just sits there. So I would hope that it just doesn't sit in the school, that that information be forwarded to the boards of education so they can take the appropriate action they need to address those bullying situations that might happen in the school system, Madam Speaker. And I would hope Representative Mushinsky would think about that, that it does no good to have it sit in the school system. I think it makes more sense to send it to the board of ed so they can take the appropriate action that needs to be taken in those incidents.

Thank you, Madam Speaker.

DEPUTY SPEAKER CURREY:

Thank you, sir.  
Representative Pudlin from the 92nd -- 24th,  
I'm sorry.

REP. PUDLIN: (24TH)

It's a serious issue and I'm not trying to push anyone around. But I would ask that this bill at this time be PT'd, Madam.

DEPUTY SPEAKER CURREY:

Without objection, so ordered.

**JOURNAL OF THE HOUSE****Thursday, April 18, 2002**

The House of Representatives was called to order at 11: 20 o'clock a. m. ,  
Deputy Speaker Hyslop in the Chair.

Prayer was offered by the House Chaplain, Reverend Michael S. Galasso of  
Hartford, Connecticut.

The following is the prayer:

Let us pray. Almighty Creator, look graciously upon Your servants today as  
we come together once again to handle the business of the State. Times are  
difficult as we struggle with the problems facing your people. Be with us in  
our deliberations. Amen.

The Pledge of Allegiance was led by Representative Caron of the 44th  
District.

**BUSINESS ON THE CALENDAR  
FAVORABLE REPORT OF JOINT STANDING COMMITTEE  
HOUSE BILL PASSED TEMPORARILY**

**APPROPRIATIONS. Substitute for H. B. No. 5425 (RAISED) (File No.  
379) AN ACT CONCERNING BULLYING BEHAVIOR IN SCHOOLS.**

The bill was explained by Representative Mushinsky of the 85th who offered  
House Amendment Schedule "A" (LCO 3490) and moved its adoption.

The amendment was discussed by Representatives Tercyak of the 26th,  
Heagney of the 16th, Staples of the 96th, Belden of the 113th and Newton of  
the 124th.

Representative Pudlin of the 24th District moved to pass over the matter  
temporarily.

**On a voice vote the motion carried and House Bill No. 5425 was passed  
temporarily.**

*State of Connecticut*



*House of Representatives*

**CALENDAR**

**Tuesday, April 30, 2002**

(All matters marked X have been in the files one day. )

(All matters marked XX are ready for the action of the House. )

(Committee reports are listed in chronological order with the  
originating committee first and the most recent last. )

*Cal. No.*

*Title*

*File  
No.*

**FAVORABLE REPORTS**

**XX 0227**

**Substitute for House Bill No. 379  
5425. AN ACT  
CONCERNING BULLYING  
BEHAVIOR IN SCHOOLS.**

**Committee Reports: KID, ED,  
APP**

**House Amendment Schedule  
"A" (LCO 3490) was  
designated on April 18.**



General Assembly

**Amendment**

February Session, 2002

LCO No. 3862<sup>1</sup>



Offered by:

REP. MUSHINSKY, 85<sup>th</sup> Dist.

REP. STAPLES, 96<sup>th</sup> Dist.

REP. HEAGNEY, 16<sup>th</sup> Dist.

SEN. GAFFEY, 13<sup>th</sup> Dist.

SEN. WILLIAMS, 29<sup>th</sup> Dist.

To: Subst. House Bill No. 5425

File No. 379

Cal. No. 227

**"AN ACT CONCERNING BULLYING BEHAVIOR IN SCHOOLS."**

1 Strike everything after the enacting clause and substitute the  
2 following in lieu thereof:

3 "Section 1. (NEW) (*Effective July 1, 2002*) Each local and regional  
4 board of education shall develop a policy, for use on and after October  
5 1, 2002, to address the existence of bullying in its schools. Such policy  
6 shall: (1) Enable students to anonymously report acts of bullying to  
7 teachers and school administrators, (2) enable the parents or guardians  
8 of students to file written reports of suspected bullying, (3) require  
9 teachers and other school staff who witness acts of bullying or receive  
10 student reports of bullying to notify school administrators, (4) require

<sup>1</sup> Amendment was called as "House Schedule B" and was adopted.

11 school administrators to investigate any written reports filed pursuant  
 12 to subdivision (2) of this section and to review any anonymous reports,  
 13 (5) include an intervention strategy for school staff to deal with  
 14 bullying, (6) provide for the inclusion of language in student codes of  
 15 conduct concerning bullying, (7) require the parents or guardians of  
 16 students who commit any verified acts of bullying and the parents or  
 17 guardians of students against whom such acts were directed to be  
 18 notified, and (8) require each school to maintain a list of the number of  
 19 verified acts of bullying in such school and make such list available for  
 20 public inspection. The notification required pursuant to subdivision (7)  
 21 of this section shall include a description of the response of school staff  
 22 to such acts and any consequences that may result from the  
 23 commission of further acts of bullying. For purposes of this section,  
 24 "bullying" means any overt acts by a student or a group of students  
 25 directed against another student with the intent to ridicule, humiliate  
 26 or intimidate the other student while on school grounds or at a school-  
 27 sponsored activity which acts are repeated against the same student  
 28 over time."

This act shall take effect as follows:	
Section 1	July 1, 2002

**OFA Fiscal Note****State Impact:** None**Municipal Impact:** None

*The preceding Fiscal Impact statement is prepared for the benefit of the members of the General Assembly, solely for the purposes of information, summarization and explanation and does not represent the intent of the General Assembly or either House thereof for any purpose.*





General Assembly

***Amendment***

February Session, 2002

LCO No. 3634<sup>1</sup>



Offered by:

REP. PRELLI, 63<sup>rd</sup> Dist.  
 REP. GODFREY, 110<sup>th</sup> Dist.  
 REP. PISCOPO, 76<sup>th</sup> Dist.  
 REP. CARON, 44<sup>th</sup> Dist.  
 REP. POWERS, 151<sup>st</sup> Dist.

To: Subst. House Bill No. 5425

File No. 379

Cal. No. 227

**"AN ACT CONCERNING BULLYING BEHAVIOR IN SCHOOLS."**

- 1 After the last section, insert the following:
- 2 "Sec. 2. Section 10-230 of the general statutes is amended by adding
- 3 subsection (c) as follows (*Effective October 1, 2002*):
- 4 (NEW) (c) Each local and regional board of education shall develop
- 5 a policy to ensure that time is available each school day for students in
- 6 the schools under its jurisdiction to recite the "Pledge of Allegiance".
- 7 The provisions of this subsection shall not be construed to require any
- 8 person to recite the "Pledge of Allegiance".
- 9

<sup>1</sup> Amendment was called as "House Schedule C" and was adopted.

**OFA Fiscal Note****NO FISCAL IMPACT**

*The preceding Fiscal Impact statement is prepared for the benefit of the members of the General Assembly, solely for the purposes of information, summarization and explanation and does not represent the intent of the General Assembly or either House thereof for any purpose.*

**Vote for HB-5425 Roll Call Number 180***Taken on 05/01 LCO # 3634*

The Speaker ordered the vote be taken by roll call at 0:05 a.m.

The following is the result of the vote:

Total Number Voting 140

Necessary for Adoption 71

Those voting Yea 118

Those voting Nay 22

Those absent and not voting 11

The following is the roll call vote:

Y		ABRAMS	Y		HORTON	Y		SERRA	Y		GOOGINS
Y		ALTOBELLO	Y		JANOWSKI	N		SHARKEY	Y		GREENE, L.
Y		AMANN	Y		JARMOC	N		SPALLONE	Y		HAMZY
	X	BACKER	Y		JOHNSTON	Y		STAPLES	Y		HARKINS
	N	BEALS	Y		KEELEY	Y		STILLMAN	Y		HEAGNEY
Y		BEAMON	Y		KERENSKY	Y		STONE, C.		X	KLARIDES
Y		BERGER		N	KIRKLEY-BEY		N	STRATTON	Y		METZ
Y		BOUKUS	Y		KOVALESKI	Y		TALLARITA	Y		MILLER
	N	CARDIN		X	LAWLOR		N	THOMPSON	Y		MINER
	N	CARTER		N	MALONE	Y		TONUCCI	Y		NOUJAIM
Y		CARUSO		X	MANTILLA	Y		TRUGLIA	Y		NYSTROM
Y		CHRIST	Y		MARTINEZ, J.		X	VILLANO	Y		O'NEILL
	N	CLEMMONS, J.	Y		MARTINEZ, L.		N	WALKER	Y		PISCOPO
Y		COCCO	Y		MCCLUSKEY	Y		WALLACE	Y		POWERS
Y		CONWAY		X	MCDONALD	Y		WIDLITZ	Y		PRELLI
Y		DARGAN		N	MCGRATTAN	Y		WILLIS	Y		ROWE
Y		DAVIS	Y		MEGNA				Y		RYAN, J.
	X	DEMARINIS		N	MERRILL				Y		SAN ANGELO

Y		DIAMANTIS	Y		MICHELE	Y		BELDEN	Y		SAWYER
Y		DILLON	Y		MIKUTEL	Y		BERNHARD	Y		SCRIBNER
Y		DONOVAN	Y		MORDASKY	Y		BLACKWELL	Y		SHEA
Y		DOYLE	Y		MURPHY	Y		BOUCHER	Y		STONE, J.
Y		DUFF	Y		MUSHINSKY	Y		CAFERO	Y		STRIPP
	N	DYSON	Y		NAFIS	Y		CARON	Y		TERCYAK
	N	EBERLE	Y		NARDELLO	Y		CARSON	Y		TYMNIAK
Y		ESPOSITO		N	NEWTON	Y		CHAPIN	Y		URBAN
	X	FELTMAN	Y		O'CONNOR	Y		CLEARY	Y		WARD
Y		FLAHERTY, P.	Y		O'ROURKE	Y		COLLINS	Y		WASSERMAN
Y		FLEISCHMANN	Y		ORANGE	Y		D'AMELIO	Y		WINKLER
Y		FONTANA	Y		OREFICE	Y		DANDROW			
Y		FOX	Y		PANARONI	Y		DELGOBBO			
	N	GERAGOSIAN		N	PAWELKIEWICZ	Y		DICKMAN			
	N	GERRATANA		N	PUDLIN	Y		FAHRBACH			
Y		GIANNAROS	Y		RACZKA	Y		FARR	Y		LYONS (SPKR)
Y		GODFREY	Y		REINOSO		X	FEDELE			
	N	GONZALEZ	Y		ROY	Y		FERRARI			
Y		GRAZIANI	Y		RYAN, K.	Y		FLAHERTY, B.	Y		CURREY (DEP)
Y		GREEN, K.	Y		SAMOWITZ	Y		FLOREN	Y		FRITZ (DEP)
	X	GUERRERA	Y		SAYERS	Y		FREY		N	HYSLOP (DEP)
Y		HAMM		X	SCIRE	Y		GIBBONS			



General Assembly

**Amendment**

February Session, 2002

LCO No. 4347<sup>1</sup>

Offered by:

REP. SAWYER, 55<sup>th</sup> Dist.

To: Subst. House Bill No. 5425

File No. 379

Cal. No. 227

(As Amended)

**"AN ACT CONCERNING BULLYING BEHAVIOR IN SCHOOLS."**

1 Strike section 1 and insert the following in lieu thereof:

2 "Section 1. (NEW) (*Effective July 1, 2002*) Each local and regional  
 3 board of education shall develop a policy, for use on and after  
 4 February 1, 2003, to address the existence of bullying in its schools.  
 5 Such policy shall: (1) Enable students to anonymously report acts of  
 6 bullying to teachers and school administrators, (2) enable the parents  
 7 or guardians of students to file written reports of suspected bullying,  
 8 (3) require teachers and other school staff who witness acts of bullying  
 9 or receive student reports of bullying to notify school administrators,  
 10 (4) require school administrators to investigate any written reports  
 11 filed pursuant to subdivision (2) of this section and to review any  
 12 anonymous reports, (5) include an intervention strategy for school staff

<sup>1</sup> Amendment was called as "House Schedule D" and was adopted.

13 to deal with bullying, (6) provide for the inclusion of language in  
14 student codes of conduct concerning bullying, (7) require the parents  
15 or guardians of students who commit any verified acts of bullying and  
16 the parents or guardians of students against whom such acts were  
17 directed to be notified, and (8) require each school to maintain a list of  
18 the number of verified acts of bullying in such school and make such  
19 list available for public inspection. The notification required pursuant  
20 to subdivision (7) of this section shall include a description of the  
21 response of school staff to such acts and any consequences that may  
22 result from the commission of further acts of bullying. For purposes of  
23 this section, "bullying" means any overt acts by a student or a group of  
24 students directed against another student with the intent to ridicule,  
25 humiliate or intimidate the other student while on school grounds or  
26 at a school-sponsored activity which acts are repeated against the same  
27 student over time."

28

**OFA Fiscal Note****NO FISCAL IMPACT**

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**Vote for HB-5425 Roll Call Number 181***Taken on 05/01 AS AMENDED*

The Speaker ordered the vote be taken by roll call at 0:10 a.m.

The following is the result of the vote:

Total Number Voting 139

Necessary for Passage 70

Those voting Yea 133

Those voting Nay 6

Those absent and not voting 12

The following is the roll call vote:

Y		ABRAMS	Y		HORTON	Y		SERRA	Y		GOOGINS
Y		ALTOBELLO	Y		JANOWSKI	Y		SHARKEY	Y		GREENE, L.
Y		AMANN	Y		JARMOC	Y		SPALLONE	Y		HAMZY
	X	BACKER		N	JOHNSTON	Y		STAPLES	Y		HARKINS
Y		BEALS	Y		KEELEY	Y		STILLMAN	Y		HEAGNEY
	N	BEAMON	Y		KERENSKY	Y		STONE, C.		X	KLARIDES
Y		BERGER	Y		KIRKLEY-BEY	Y		STRATTON	Y		METZ
Y		BOUKUS	Y		KOVALESKI	Y		TALLARITA	Y		MILLER
Y		CARDIN		X	LAWLOR	Y		THOMPSON	Y		MINER
	N	CARTER	Y		MALONE	Y		TONUCCI	Y		NOUJAIM
Y		CARUSO		X	MANTILLA	Y		TRUGLIA	Y		NYSTROM
Y		CHRIST	Y		MARTINEZ, J.		X	VILLANO	Y		O'NEILL
Y		CLEMMONS, J.	Y		MARTINEZ, L.	Y		WALKER	Y		PISCOPO
Y		COCCO	Y		MCCLUSKEY	Y		WALLACE	Y		POWERS
Y		CONWAY		X	MCDONALD	Y		WIDLITZ	Y		PRELLI
Y		DARGAN		N	MCGRATTAN	Y		WILLIS	Y		ROWE
Y		DAVIS	Y		MEGNA				Y		RYAN, J.
	X	DEMARINIS	Y		MERRILL				Y		SAN ANGELO



Y		DIAMANTIS	Y		MICHELE	Y		BELDEN	Y		SAWYER
Y		DILLON	Y		MIKUTEL	Y		BERNHARD	Y		SCRIBNER
Y		DONOVAN	Y		MORDASKY	Y		BLACKWELL	Y		SHEA
Y		DOYLE	Y		MURPHY	Y		BOUCHER	Y		STONE, J.
Y		DUFF	Y		MUSHINSKY	Y		CAFERO	Y		STRIPP
	N	DYSON	Y		NAFIS	Y		CARON	Y		TERCYAK
	X	EBERLE	Y		NARDELLO	Y		CARSON	Y		TYMNIAK
Y		ESPOSITO	Y		NEWTON	Y		CHAPIN	Y		URBAN
	X	FELTMAN	Y		O'CONNOR	Y		CLEARY	Y		WARD
Y		FLAHERTY, P.	Y		O'ROURKE	Y		COLLINS	Y		WASSERMAN
Y		FLEISCHMANN	Y		ORANGE	Y		D'AMELIO	Y		WINKLER
Y		FONTANA	Y		OREFICE	Y		DANDROW			
	X	FOX	Y		PANARONI	Y		DELGOBBO			
Y		GERAGOSIAN	Y		PAWELKIEWICZ	Y		DICKMAN			
Y		GERRATANA	Y		PUDLIN	Y		FAHRBACH			
Y		GIANNAROS	Y		RACZKA	Y		FARR	Y		LYONS (SPKR)
Y		GODFREY	Y		REINOSO		X	FEDELE			
Y		GONZALEZ	Y		ROY	Y		FERRARI			
Y		GRAZIANI	Y		RYAN, K.	Y		FLAHERTY, B.	Y		CURREY (DEP)
Y		GREEN, K.	Y		SAMOWITZ	Y		FLOREN	Y		FRITZ (DEP)
Y		GUERRERA	Y		SAYERS	Y		FREY		N	HYSLOP (DEP)
Y		HAMM		X	SCIRE	Y		GIBBONS			

CONNECTICUT GENERAL ASSEMBLY  
HOUSE OF REPRESENTATIVES  
April 30, 2002

The House of Representatives was called to order at 12: 22 o'clock, p. m. , Speaker Lyons in the Chair.

DEPUTY SPEAKER CURREY:

Will the Clerk please call Calendar 227.

CLERK:

On page 23, Calendar 227, Substitute for H. B. 5425, AN ACT CONCERNING BULLYING BEHAVIOR IN SCHOOLS. Favorable Report of the Committee on Appropriations.

DEPUTY SPEAKER CURREY:

Representative Mushinsky of the 85th.

REP. MUSHINSKY: (85TH)

Thank you, Madam Speaker. I move acceptance of the joint committee's favorable report and passage of the bill.

DEPUTY SPEAKER CURREY:

The question before us is on acceptance and passage. Please proceed, Madam.

REP. MUSHINSKY: (85TH)

Thank you, Madam Speaker. The Clerk has an amendment, LCO 3490, marked House "A". I seek permission to call and withdraw the amendment.

DEPUTY SPEAKER CURREY:

Will the Clerk please call LCO 3490, previously designated House "A".

CLERK:

LCO number 3490, House "A" offered by Representatives Mushinsky and Staples.

DEPUTY SPEAKER CURREY:

Representative Mushinsky.

REP. MUSHINSKY: (85TH)

At this time, I seek permission to withdraw House "A".

DEPUTY SPEAKER CURREY:

Without objection, so ordered.

REP. MUSHINSKY: (85TH)

Thank you. The Clerk has another amendment, LCO 3862.

DEPUTY SPEAKER CURREY:

Representative Belden.

REP. BELDEN: (113TH)

Madam Speaker, a parliamentary inquiry.

DEPUTY SPEAKER CURREY:

Please proceed, sir.

REP. BELDEN: (113TH)

The previous amendment was not authored by the individual who brought it out. It was - excuse me, I'm sorry. I had the wrong information. I'm sorry.

DEPUTY SPEAKER CURREY:

Thank you, sir.

Representative Mushinsky, please proceed.

REP. MUSHINSKY: (85TH)

Thank you, Madam Speaker. The Clerk has an amendment, LCO 3862. If the Clerk would please call and may I summarize?

DEPUTY SPEAKER CURREY:

Will the Clerk please call LCO 3862, designated House "B".

CLERK:

LCO number 3862, House "B" offered by  
Representative Mushinsky, et al.

DEPUTY SPEAKER CURREY:

Representative Mushinsky.

REP. MUSHINSKY: (85TH)

Thank you, Madam Speaker. I move adoption and I  
will summarize this amendment, which replaces  
the file.

DEPUTY SPEAKER CURREY:

The question before us is on adoption. Please  
continue.

REP. MUSHINSKY: (85TH)

Thank you. The amendment requires each local  
and regional board of education to develop a  
policy for use on and after October 1, 2002 to  
address the problem of bullying in schools.  
This policy shall enable students to  
anonymously report acts of bullying; enable  
parents and guardians to file written reports  
of suspected bullying; and require teachers and  
staff who witness acts of bullying or receive  
students reports to notify school  
administrators; require the administrators to  
investigate any written reports, those filed by  
parents and guardians; and review any anonymous  
reports.

They must include an intervention strategy for  
the school's staff to deal with bullying;  
provide for adding language regarding bullying  
to their student codes of conduct; require a  
notification to the parents and guardians of  
students who committed verified acts of  
bullying and parents and guardians of students  
who were the victims of bullying; and this  
notice shall include the school's response and  
any consequences that may result from further  
bullying.

And finally, require each school to maintain a  
list of the total number of verified acts of  
bullying and to make this list available to the  
general public.

The amendment also defines bullying, for purposes of this section.

I want to thank everyone who helped craft this language, which has been through many revisions, including Representative Heagney, Senator Gaffey, Mark Stapleton, Richard Tulisano, and the help for bullied children advocacy group who many of you met outside the Hall of the House tonight with their kids. I also appreciate the help of the Governor's Prevention Partnership and the Commission on Children and the Select Committee on Children who worked hard to try to help these children. I urge your support for this amendment, which becomes the bill.

DEPUTY SPEAKER CURREY:

Would you care to remark further on the amendment before us?

Representative Prelli of the 63rd.

Representative Sawyer of the 55th.

REP. SAWYER: (55TH)

Thank you, Madam Speaker. If I may, a question to Representative Mushinsky.

DEPUTY SPEAKER CURREY:

Please proceed.

REP. SAWYER: (55TH)

Representative Mushinsky, may I ask in line 4, where you came up with the date October 1, 2002? And your thoughts on that, please.

DEPUTY SPEAKER CURREY:

Representative Mushinsky.

REP. MUSHINSKY: (85TH)

Through you, Madam Speaker. That was to give a little time for the boards to address the existence in their schools and have time to put it into their policy manual.

DEPUTY SPEAKER CURREY:

Representative Sawyer.

REP. SAWYER: (55TH)

Thank you, Madam Speaker. In the case of many boards of educations within small towns, often times they do not meet on a monthly basis in the summertime. Sometimes there is a whole month in which they would not meet.

My concern is, if this bill does not take effect until July 1, they do not meet, say in the month of August, suddenly it is September. It is on their plate. They have not had time to review what the policies are amongst their buildings, bring all their administrators together, and often times we have a change of administrators or top personnel within the school system at the beginning of September. I think one of the problems we have is the short notice that it be required by October 1, 2002, which is this year.

I do have an amendment, though it is not ready, Madam Speaker, to change that date to February, 2003, just to give the schools time to review their policy, to work with their existing administrators plus their new folks to be able to put this together. And through you, Madam Speaker, if the amendment does come back within a timely manner, I would be calling that later. Thank you, Madam Speaker.

DEPUTY SPEAKER CURREY:

Thank you, Madam.

Would you care to remark further?

Representative Powers of the 151st.

REP. POWERS: (151ST)

Thank you, Madam Speaker. And through you to the proponent of the amendment. Representative Mushinsky, I'd like to just kind of walk through the conversation we had a couple of days ago for legislative intent.

Through you, Madam Speaker. On line 6, we are establishing a "shall", which we know is non-negotiable. And small (1) to enable students to anonymously report.

Through you, Madam Speaker. Despite what the

words say, for legislative intent, are we also allowing students to report not anonymously to a trusted teacher or adult in the school? Through you, Madam Speaker.

REP. MUSHINSKY: (85TH)

Through you, Madam Speaker. Yes, that's also allowed. I did check this question with Legislative Research and the drafting attorneys and enabling students to anonymously report does not mean that's the only way they can report. It just gives them that option of leaving their name off the report.

DEPUTY SPEAKER CURREY:

If you would give me one moment. The members are having trouble hearing one another. If the Chamber could please move the conversations outside of the House, we would appreciate it. Please continue.

REP. POWERS: (151ST)

Thank you, Madam Speaker. And I thank the lady for her answer.

I am glad that LCO believes that.

Unfortunately, what we have to deal with is what the words actually say and when they are silent, we cannot make an assumption, which is why I am asking - why I asked the question I did for legislative intent so that we are allowing children to report other than anonymously to a trusted adult or teacher about a bullying incident and I think that is extremely important.

Thank you.

DEPUTY SPEAKER CURREY:

Thank you, Madam.

Representative Tercyak of the 26th.

REP. TERCYAK: (26TH)

Thank you, Madam Speaker. Supporting this amendment will show children, parents, other adults and educators that this Legislature does not take lightly acts of bullying experienced

that has liberty and justice for absolutely everybody. We are not perfect. But we are a great country. We prove it every day. And certainly, our greatness was tested and I think proven this year, especially.

Ladies and gentleman of the Chamber, this is not something that is testing anyone's patriotic fervor or loyalty to the flag. It simply does something that we do here every day with policies ranging from environment to criminal justice to education, etcetera.

It's asking that each local board of education that is responsible for the education of our young children, our future, as we all say, make some time to say the Pledge of Allegiance.

That's all it says.

I don't think that is too much to ask. And I would hope that we could approve this amendment.

Thank you, Madam Speaker.

DEPUTY SPEAKER CURREY:

Thank you, sir.

Representative Prelli of the 63rd. Would you care to speak, sir?

REP. PRELLI: (63RD)

Thank you, Madam Speaker. Madam Speaker, I've sat here and I've listened to all the statements and I'm not going to say that anybody is unpatriotic, whether they vote for or against this amendment.

It was brought out as why is it attached as amendment to this bill? It's very simple, as I brought out when I brought out the amendment.

The bill was actually passed out of the Education Committee, but because of a technical foul up, it didn't come forward as a bill.

Would I prefer to have the bill coming forward separately? Yes, I think we all would. But we have to look at vehicles that we might be able to attach it to and that's what we did here.

I heard the comments about well, we're making people say it or that we're telling the students, the school systems they have to do something without teaching them. I hope this is



a start to teaching them.

I heard the comments that we're going to teach them civics. We don't teach them civics. We don't teach them U. S. History until 7th grade. We don't teach them civics until high school. Isn't it important that we teach them the basis on what we believe and I truly mean that because I think we all believe that. What we believe our country stands for.

I heard the comment that there's not liberty and justice for all and I'm not going to just stand here, as Representative Cafero said, and tell you that I believe there is, but I do believe that is the standard that our country's built on. And I believe that is the goal that we are trying to reach for.

That's why I'm bringing this forward. I believe we need to move forward.

Over 100 years ago, the Pledge of Allegiance was started and it was started because some kids cared. And they moved forward and got the Pledge going.

In 1954, was the last time it was modified. And we've all read that. I think it's important, that's why I'm bringing it forward.

I think it's important that we start teaching what our country stands for at the earliest possible age. That's what this does.

Yes, we can't just say the Pledge and learn it and not understand what it means. We'd all be wrong if we believed that. But we can teach the Pledge and we can teach the basis for what we believe. What we all believe and what we believe our country should be.

We've heard that our country's not perfect.

That's absolutely right. But we compare it to every other country on earth, and it's better. That doesn't mean we can't continue to grow and become better. We all strive to do that.

All I'm asking for this and the reason it's on this bill is because it does fit on this bill. All I'm asking is that we do something that most of us did growing up, most of us believed was required growing up. What we're now saying is that we'll set aside a time each day to show some respect to the country that's helped us all be better people and that we will teach our

kids that they can also make this country a better place and they can be the base to bring more equities and more fairness to our country. They will learn this because we think it's important to be done.

I urge you to support this and I thank you for giving me the time to bring forward this amendment.

Thank you, Madam Speaker.

DEPUTY SPEAKER CURREY:

Would you care to remark further on the amendment before us? Would you care to remark further on the amendment?

If not, staff and guests to the Well of the House. The machine will be opened.

CLERK:

The House of Representatives is voting by roll call. Members to the Chamber. The House is voting House Amendment Schedule "C" by roll call. Members to the Chamber.

DEPUTY SPEAKER CURREY:

Have all members voted? Have all members voted? Please check the board and be sure your vote is properly cast.

If all members have voted, the machine will be locked. The Clerk will take a tally.

The Clerk will please announce the tally.

CLERK:

House Amendment Schedule "C" for H. B. 5425

Total Number Voting 140

Necessary for Adoption 71

Those voting Yea 118

Those voting Nay 22

Those absent and not Voting 11

DEPUTY SPEAKER CURREY:

The amendment's adopted.

Would you care to remark further on the bill?  
Representative Sawyer of the 55th.

REP. SAWYER: (55TH)

Thank you, Madam Speaker. And with the Chamber's indulgence, I would like to go back to Section 1 of the now current as amended bill that we have before us.

The issue that I had brought up earlier regarding on line 4 in Section 1, where the Board of Education would develop a policy for use on or after October 1, 2002. Again, my concern is that they would not be able to do that in time. If they only have the three months by the time that this is enacted, July 1st.

With so many functions that have to happen with the opening of school and certainly with the larger school systems that have many, many schools to review, how they would put this in play.

I would ask, Madam Speaker, would the Clerk please call LCO number 4347 and I be allowed to summarize.

DEPUTY SPEAKER CURREY:

Will the Clerk please call LCO 4347, designated House "D".

CLERK:

LCO number 4347, House "D" offered by Representative Sawyer.

DEPUTY SPEAKER CURREY:

Representative Sawyer.

REP. SAWYER: (55TH)

Thank you, Madam Speaker. This simply changes the date from October 1st to five months later to February 1, 2003 to give boards of education the time and I move passage.

DEPUTY SPEAKER CURREY:

The question before us is on adoption of the amendment. Would you care to remark on the amendment before us?  
Representative Sawyer.

REP. SAWYER: (55TH)

Madam Speaker, I believe that even those very few months takes a very complex subject and gives volunteer members who are elected to a board of education time to sit down with not only their administration, but also with their legal counsel to be able to put in a fair and equitable and very, very important piece in front of their board and their school system to become, hopefully, a permanent policy.

Thank you, Madam Speaker.

DEPUTY SPEAKER CURREY:

Thank you, Madam.

Representative Flaherty of the 8th.

REP. FLAHERTY: (8TH)

Thank you, Madam Speaker. I rise in support of the amendment. I'm a very strong supporter of the underlying bill. I believe it's very important, but I also believe that it's important that it be put in effect correctly, which means a few more months.

I urge adoption of the amendment.

Thank you, Madam Speaker.

DEPUTY SPEAKER CURREY:

Thank you, sir.

Representative Mushinsky of the 85th.

REP. MUSHINSKY: (85TH)

Thank you, Madam Speaker. It's a friendly amendment by our former colleague from the Select Committee on Children and I urge your adoption.

DEPUTY SPEAKER CURREY:

The question before us is on adoption. Would you care to remark further? Would you care to remark further on the amendment before us?

If not, I'll try your minds.

All those in favor, please signify by saying aye.

REPRESENTATIVES:

Aye.

DEPUTY SPEAKER CURREY:

All those opposed, nay. The amendment's adopted.

Would you care to remark further on the bill before us, as amended? Would you care to remark further on the bill before us, as amended?

If not, staff and guests to the Well of the House. The machine will be opened.

CLERK:

The House of Representatives is voting by roll call. Members to the Chamber. The House is voting by roll call. Members to the Chamber, please.

DEPUTY SPEAKER CURREY:

Are there any announcements or points of personal privilege? Oh, I'm sorry, excuse me. Have all the members voted? Have all the members voted? Please check the board and be sure your vote is properly cast.

If all members have voted, the machine will be locked and the Clerk will take a tally.

The Clerk will please announce the tally. I'm sorry, Representative O'Neill, I did not see you. For what purpose do you rise sir?

REP. O'NEILL: (69TH)

May I be allowed to vote in the affirmative, Madam Speaker?

DEPUTY SPEAKER CURREY:

The Journal will so note it.

REP. O'NEILL: (69TH)

Thank you.

DEPUTY SPEAKER CURREY:

Thank you, sir.  
Representative Belden.

REP. BELDEN: (113TH)

Madam Speaker, there were members in the Chamber who did not vote. And I believe our precedent and our rules have always indicated to members in the Chamber they shall vote. And that's not the case. I tried to get your attention before you called the vote, but I believe perhaps the gentleman might want to make comment on that issue.

DEPUTY SPEAKER CURREY:

Representative Pudlin.

REP. PUDLIN: (24TH)

I'm standing here with a few other people with the exact same question. If you're naming names, it would be helpful in a positive way. Certainly, if I didn't and I meant to vote in the positive and if anyone else wants to pick up a microphone, this is a good time to do it.

DEPUTY SPEAKER CURREY:

Representative Pudlin, it will be so noted.  
Representative Godfrey.

REP. GODFREY: (110TH)

And I'd like to be recorded in the affirmative also, Madam Speaker.

DEPUTY SPEAKER CURREY:

Representative Godfrey, it shall be so noted.  
The Journal will be noted appropriately.  
Is there anyone else? Representative Gerratana.

REP. GERRATANA: (23RD)

Thank you, Madam Speaker. In the affirmative, please.

DEPUTY SPEAKER CURREY:

Thank you, Madam. The Journal will so note.  
Is there any other member who is not recorded who would now like to be recorded?  
Will the Clerk please now announce the tally.

CLERK:

H. B. 5425, as amended by House Amendment  
Schedules "B", "C", and "D".

Total Number Voting 139  
Necessary for Passage 70  
Those voting Yea 133  
Those voting Nay 6  
Those absent and not Voting 12

DEPUTY SPEAKER CURREY:

The bill, as amended passes.

## JOURNAL OF THE HOUSE

Tuesday, April 30, 2002

The House of Representatives was called to order at 12: 22 o'clock p. m. ,  
Speaker Moira K. Lyons in the Chair.

### DEPUTY SPEAKER CURREY IN THE CHAIR

#### **APPROPRIATIONS. Substitute for H. B. No. 5425 (RAISED) (File No. 379) AN ACT CONCERNING BULLYING BEHAVIOR IN SCHOOLS.**

The bill was explained by Representative Mushinsky of the 85th who offered House Amendment Schedule "A" (LCO 3490 - designated on April 18, 2002.  
)

Representative Mushinsky of the 85th then withdrew House Amendment Schedule "A" (LCO 3490), offered House Amendment Schedule "B" (LCO 3862) and moved its adoption.

The amendment was discussed by Representatives Sawyer of the 55th, Powers of the 151st, San Angelo of the 131st, Belden of the 113th, Dandrow of the 30th, Heagney of the 16th, Truglia of the 145th, Newton of the 124th, Green of the 1st, Martinez of the 128th, Gibbons of the 150th, Chapin of the 67th, Farr of the 19th, Stripp of the 135th, Mikutel of the 45th, Tymniak of the 133rd and Diamantis of the 79th.

#### **On a voice vote the amendment was adopted.**

The Speaker ruled the amendment was technical.

#### **The following is House Amendment Schedule "B" (LCO 3862):**

Strike everything after the enacting clause and substitute the following in lieu thereof:

"Section 1. (NEW) (*Effective July 1, 2002*) Each local and regional board of education shall develop a policy, for use on and after October 1, 2002, to address the existence of bullying in its schools. Such policy shall: (1) Enable students to anonymously report acts of bullying to teachers and school administrators, (2) enable the parents or guardians of students to file written reports of suspected bullying, (3) require teachers and other school staff who witness acts of bullying or receive student reports of bullying to notify school administrators, (4) require school administrators to investigate any written reports filed pursuant to subdivision (2) of this section and to review any anonymous reports, (5) include an intervention strategy for school staff to deal with bullying, (6) provide for the inclusion of language in student codes of conduct concerning bullying, (7) require the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of



students against whom such acts were directed to be notified, and (8) require each school to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection. The notification required pursuant to subdivision (7) of this section shall include a description of the response of school staff to such acts and any consequences that may result from the commission of further acts of bullying. For purposes of this section, "bullying" means any overt acts by a student or a group of students directed against another student with the intent to ridicule, humiliate or intimidate the other student while on school grounds or at a school-sponsored activity which acts are repeated against the same student over time.

This act shall take effect as follows:

Section 1     *July 1, 2002*

The bill was further discussed by Representative Prelli of the 63rd who offered House Amendment Schedule "C" (LCO 3634) moved its adoption and further moved that when the vote be taken it be taken by roll call.

The amendment was discussed by Representatives Cardin of the 53rd, San Angelo of the 131st, Boucher of the 143rd, Powers of the 151st, Kirkley-Bey of the 5th, Beals of the 88th, Nystrom of the 46th, Godfrey of the 110th, Green of the 1st, Noujain of the 74th, Malone of the 47th, Googins of the 31st, Carter of the 7th, Graziani of the 57th, Mikutel of the 45th, Spallone of 36th and Cafero of the 142nd.

The Speaker ordered the vote be taken by roll call at 12: 05 a. m.

The following is the result of the vote:

Total Number Voting 140  
Necessary for Adoption 71  
Those voting Yea 118  
Those voting Nay 22  
Those absent and not voting 11

**On a roll call vote the amendment was adopted.**

The Speaker ruled the amendment was technical.

The following is the roll call vote:

Y	ABRAMS	Y	HORTON	Y	SERRA	Y	GOOGINS
Y	ALTOBELLO	Y	JANOWSKI	N	SHARKEY	Y	GREENE, L.
Y	AMANN	Y	JARMOC	N	SPALLONE	Y	HAMZY

X	BACKER	Y	JOHNSTON	Y	STAPLES	Y	HARKINS
N	BEALS	Y	KEELEY	Y	STILLMAN	Y	HEAGNEY
Y	BEAMON	Y	KERENSKY	Y	STONE, C.		X KLARIDES
Y	BERGER	N	KIRKLEY-BEY	N	STRATTON	Y	METZ
Y	BOUKUS	Y	KOVALESKI	Y	TALLARITA	Y	MILLER
N	CARDIN	X	LAWLOR	N	THOMPSON	Y	MINER
N	CARTER	N	MALONE	Y	TONUCCI	Y	NOUJAIM
Y	CARUSO	X	MANTILLA	Y	TRUGLIA	Y	NYSTROM
Y	CHRIST	Y	MARTINEZ, J.	X	VILLANO	Y	O'NEILL
N	CLEMMONS, J.	Y	MARTINEZ, L.	N	WALKER	Y	PISCOPO
Y	COCCO	Y	MCCLUSKEY	Y	WALLACE	Y	POWERS
Y	CONWAY	X	MCDONALD	Y	WIDLITZ	Y	PRELLI
Y	DARGAN	N	MCGRATTAN	Y	WILLIS	Y	ROWE
Y	DAVIS	Y	MEGNA			Y	RYAN, J.
X	DEMARINIS	N	MERRILL			Y	SAN ANGELO
Y	DIAMANTIS	Y	MICHELE	Y	BELDEN	Y	SAWYER
Y	DILLON	Y	MIKUTEL	Y	BERNHARD	Y	SCRIBNER
Y	DONOVAN	Y	MORDASKY	Y	BLACKWELL	Y	SHEA
Y	DOYLE	Y	MURPHY	Y	BOUCHER	Y	STONE, J.
Y	DUFF	Y	MUSHINSKY	Y	CAFERO	Y	STRIPP
N	DYSON	Y	NAFIS	Y	CARON	Y	TERCYAK
N	EBERLE	Y	NARDELLO	Y	CARSON	Y	TYMNIAK
Y	ESPOSITO	N	NEWTON	Y	CHAPIN	Y	URBAN
X	FELTMAN	Y	O'CONNOR	Y	CLEARY	Y	WARD
Y	FLAHERTY, P.	Y	O'ROURKE	Y	COLLINS	Y	WASSERMAN
Y	FLEISCHMANN	Y	ORANGE	Y	D'AMELIO	Y	WINKLER

Y	FONTANA	Y	OREFICE	Y	DANDROW		
Y	FOX	Y	PANARONI	Y	DELGOBBO		
N	GERAGOSIAN	N	PAWELKIEWICZ	Y	DICKMAN		
N	GERRATANA	N	PUDLIN	Y	FAHRBACH		
Y	GIANNAROS	Y	RACZKA	Y	FARR	Y	LYONS (SPKR)
Y	GODFREY	Y	REINOSO		FEDELE	X	
N	GONZALEZ	Y	ROY	Y	FERRARI		
Y	GRAZIANI	Y	RYAN, K.	Y	FLAHERTY, B.	Y	CURREY (DEP)
Y	GREEN, K.	Y	SAMOWITZ	Y	FLOREN	Y	FRITZ (DEP)
	X GUERRERA	Y	SAYERS	Y	FREY	N	HYSLOP (DEP)
Y							
	HAMM		X SCIRE	Y			GIBBONS

**The following is House Amendment Schedule "C" (LCO 3634):**

After the last section, insert the following:

"Sec. 2. Section 10-230 of the general statutes is amended by adding subsection (c) as follows (*Effective October 1, 2002*):

(NEW) (c) Each local and regional board of education shall develop a policy to ensure that time is available each school day for students in the schools under its jurisdiction to recite the "Pledge of Allegiance". The provisions of this subsection shall not be construed to require any person to recite the "Pledge of Allegiance". "

The bill was further discussed by Representative Sawyer of the 55th who offered House Amendment Schedule "D" (LCO 4347) and moved its adoption.

The amendment was discussed by Representatives Flaherty of the 8th and Mushinsky of the 85th.

**On a voice vote the amendment was adopted.**

The Speaker ruled the amendment was technical.

**The following is House Amendment Schedule "D" (LCO 4347):**

Strike section 1 and insert the following in lieu thereof:

"Section 1. (NEW) (*Effective July 1, 2002*) Each local and regional board of education shall develop a policy, for use on and after February 1, 2003, to

address the existence of bullying in its schools. Such policy shall: (1) Enable students to anonymously report acts of bullying to teachers and school administrators, (2) enable the parents or guardians of students to file written reports of suspected bullying, (3) require teachers and other school staff who witness acts of bullying or receive student reports of bullying to notify school administrators, (4) require school administrators to investigate any written reports filed pursuant to subdivision (2) of this section and to review any anonymous reports, (5) include an intervention strategy for school staff to deal with bullying, (6) provide for the inclusion of language in student codes of conduct concerning bullying, (7) require the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed to be notified, and (8) require each school to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection. The notification required pursuant to subdivision (7) of this section shall include a description of the response of school staff to such acts and any consequences that may result from the commission of further acts of bullying. For purposes of this section, "bullying" means any overt acts by a student or a group of students directed against another student with the intent to ridicule, humiliate or intimidate the other student while on school grounds or at a school-sponsored activity which acts are repeated against the same student over time."

The Speaker ordered the vote be taken by roll call at 12: 10 a. m.

The following is the result of the vote:

Total Number Voting 139

Necessary for Passage 70

Those voting Yea 133

Those voting Nay 6

Those absent and not voting 12

**On a roll call vote House Bill No. 5425 as amended by House Amendment Schedules "B", "C" and "D" was passed.**

The following is the roll call vote:

Y	ABRAMS	Y	HORTON	Y	SERRA	Y	GOOGINS
Y	ALTOBELLO	Y	JANOWSKI	Y	SHARKEY	Y	GREENE, L.
Y	AMANN	Y	JARMOC	Y	SPALLONE	Y	HAMZY
X	BACKER	N	JOHNSTON	Y	STAPLES	Y	HARKINS
Y	BEALS	Y	KEELEY	Y	STILLMAN	Y	HEAGNEY
N	BEAMON	Y	KERENSKY	Y	STONE, C.	X	KLARIDES

Y	BERGER	Y	KIRKLEY-BEY	Y	STRATTON	Y	METZ
Y	BOUKUS	Y	KOVALESKI	Y	TALLARITAY		
MILLER							
Y	CARDIN		X LAWLOR	Y	THOMPSON	Y	MINER
N	CARTER	Y	MALONE	Y	TONUCCI	Y	NOUJAIM
Y	CARUSO		X MANTILLA	Y	TRUGLIA	Y	NYSTROM
Y	CHRIST	Y	MARTINEZ, J.		X VILLANO	Y	O'NEILL
Y	CLEMMONS, J.	Y	MARTINEZ, L.	Y	WALKER	Y	PISCOPO
Y	COCCO	Y	MCCLUSKEY	Y	WALLACE	Y	POWERS
Y	CONWAY		X MCDONALD	Y	WIDLITZ	Y	PRELLI
Y	DARGAN	N	MCGRATTAN	Y	WILLIS	Y	ROWE
Y	DAVIS	Y	MEGNA			Y	RYAN, J.
X	DEMARINIS	Y	MERRILL			Y	SAN ANGELO
Y	DIAMANTIS	Y	MICHELE	Y	BELDEN	Y	<b>SAWYER</b>
Y	DILLON	Y	MIKUTEL	Y	BERNHARD	Y	SCRIBNER
Y	DONOVAN	Y	MORDASKY	Y	BLACKWELL	Y	SHEA
Y	DOYLE	Y	MURPHY	Y	BOUCHER	Y	STONE, J.
Y	DUFF	Y	MUSHINSKY	Y	CAFERO	Y	STRIPP
N	DYSON	Y	NAFIS	Y	CARON	Y	TERCYAK
X	EBERLE	Y	NARDELLO	Y	CARSON	Y	TYMNIAK
Y	ESPOSITO	Y	NEWTON	Y	CHAPIN	Y	URBAN
X	FELTMAN	Y	O'CONNOR	Y	CLEARY	Y	WARD
Y	FLAHERTY, P.	Y	O'ROURKE	Y	COLLINS	Y	WASSERMAN
Y	FLEISCHMANN	Y	ORANGE	Y	D'AMELIO	Y	WINKLER
Y	FONTANA	Y	OREFICE	Y	DANDROW		
X	FOX	Y	PANARONI	Y	DELGOBBO		

Y	GERAGOSIAN	Y	PAWELKIEWICZ	Y	DICKMAN		
Y	GERRATANA	Y	PUDLIN	Y	FAHRBACH		
Y	GIANNAROS	Y	RACZKA	Y	FARR	Y	LYONS (SPKR)
Y	GODFREY	Y	REINOSO		X FEDELE		
Y	GONZALEZ	Y	ROY	Y	FERRARI		
Y	GRAZIANI	Y	RYAN, K.	Y	FLAHERTY, B.	Y	CURREY (DEP)
Y	GREEN, K.	Y	SAMOWITZ	Y	FLOREN	Y	FRITZ (DEP)
Y	GUERRERA	Y	SAYERS	Y	FREY	N	HYSLOP (DEP)
Y	HAMM		X SCIRE	Y	GIBBONS		



# House of Representatives

**File No. 607**

General Assembly

February Session, 2002

**(Reprint of File No. 379)**

Substitute House Bill No. 5425  
As Amended by House Amendment  
Schedules "B", "C" and "D"

Approved by the Legislative Commissioner  
May 2, 2002

## **AN ACT CONCERNING BULLYING BEHAVIOR IN SCHOOLS AND CONCERNING THE PLEDGE OF ALLEGIANCE.**

Be it enacted by the Senate and House of Representatives in General Assembly convened:

- 1 Section 1. (NEW) (*Effective July 1, 2002*) Each local and regional
- 2 board of education shall develop a policy, for use on and after
- 3 February 1, 2003, to address the existence of bullying in its schools.
- 4 Such policy shall: (1) Enable students to anonymously report acts of
- 5 bullying to teachers and school administrators, (2) enable the parents
- 6 or guardians of students to file written reports of suspected bullying,
- 7 (3) require teachers and other school staff who witness acts of bullying
- 8 or receive student reports of bullying to notify school administrators,
- 9 (4) require school administrators to investigate any written reports
- 10 filed pursuant to subdivision (2) of this section and to review any
- 11 anonymous reports, (5) include an intervention strategy for school staff
- 12 to deal with bullying, (6) provide for the inclusion of language in
- 13 student codes of conduct concerning bullying, (7) require the parents
- 14 or guardians of students who commit any verified acts of bullying and
- 15 the parents or guardians of students against whom such acts were

16 directed to be notified, and (8) require each school to maintain a list of  
 17 the number of verified acts of bullying in such school and make such  
 18 list available for public inspection. The notification required pursuant  
 19 to subdivision (7) of this section shall include a description of the  
 20 response of school staff to such acts and any consequences that may  
 21 result from the commission of further acts of bullying. For purposes of  
 22 this section, "bullying" means any overt acts by a student or a group of  
 23 students directed against another student with the intent to ridicule,  
 24 humiliate or intimidate the other student while on school grounds or  
 25 at a school-sponsored activity which acts are repeated against the same  
 26 student over time.

27 Sec. 2. Section 10-230 of the general statutes is amended by adding  
 28 subsection (c) as follows (*Effective October 1, 2002*):

29 (NEW) (c) Each local and regional board of education shall develop  
 30 a policy to ensure that time is available each school day for students in  
 31 the schools under its jurisdiction to recite the "Pledge of Allegiance".  
 32 The provisions of this subsection shall not be construed to require any  
 33 person to recite the "Pledge of Allegiance".

This act shall take effect as follows:	
Section 1	<i>July 1, 2002</i>
Sec. 2	<i>October 1, 2002</i>



The following fiscal impact statement and bill analysis are prepared for the benefit of members of the General Assembly, solely for the purpose of information, summarization, and explanation, and do not represent the intent of the General Assembly or either House thereof for any purpose:

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### **OFA Fiscal Note**

**State Impact:** None

**Municipal Impact:**

Effect	Municipalities	FY 03 \$	FY 04 \$
STATE MANDATE - Cost	Local and Regional School Districts	Minimal	Minimal

### **Explanation**

This bill results in minimal costs to local and regional school districts and to some degree the State department of Education (vocational-technical schools). The minimal costs are associated with increased paperwork in developing a policy addressing bullying and in the carrying out of such policies that must include certain provisions as dictated in the bill. The minimal costs associated with the bill are absorbable in the budgets of all involved school districts.

House "B", "C" and "D" are technical and/or have no fiscal impact.

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**OLR Amended Bill Analysis**

sHB 5425 (as amended by House "B," "C," and "D")\*

**AN ACT CONCERNING BULLYING BEHAVIOR IN SCHOOLS****SUMMARY:**

This bill requires all school boards to develop a policy (1) addressing bullying and (2) ensuring that time is available during each school day for students to recite the Pledge of Allegiance. The bill states that it is not to be construed to require anyone to recite the pledge.

The bill defines bullying as repeated, overt acts by one or more students on school grounds or at a school-sponsored activity that are intended to ridicule, humiliate, or intimidate another student.

Each district's bullying policies must:

1. permit anonymous reports of bullying by students and written reports by parents or guardians,
2. require teachers and other school staff to notify school administrators of bullying acts they witness and students' reports they receive
3. require school administrators to investigate parents' written reports and review students' anonymous reports,
4. require each school to maintain a publicly available list of the number of verified bullying acts that occurred there,
5. include an intervention strategy for school staff to deal with bullying,
6. include language about bullying in student codes of conduct, and
7. require notice to parents or guardians of all students involved in a verified act of bullying. The notice to parents must describe the school's response and any consequences that may result from further acts of bullying.

The policy must be developed for use starting February 1, 2003.

\*House Amendment "B" adds the definition of bullying, requires

school policies to include provisions (1) for parents and school staff to report bullying and (2) for schools to keep public lists of verified bullying, and requires the policies to be developed for use starting October 1, 2002.

\*House Amendment "C" adds the Pledge of Allegiance provision.

\*House Amendment "D" changes the starting date for bullying policy use to February 1, 2003.

EFFECTIVE DATE: July 1, 2002 for the bullying policy, October 1, 2002 for the Pledge of Allegiance policy.

## **BACKGROUND**

### ***Related Law***

PA 01-1, June Special Session, required the State Department of Education to establish a competitive grant program, within available funds, to help school districts in, among other things, (1) eliminating student bullying, (2) developing safe school environments where children can learn without fear of physical or verbal harm or intimidation, (3) developing activities encouraging respect, (4) reducing early youth aggression, and (5) establishing student conflict and intervention policies and strategies.

### ***Legislative History***

The House referred this bill (File 379) to the Appropriations Committee on April 12. That committee reported it favorably on April 16.

## **COMMITTEE ACTION**

Select Committee on Children

Joint Favorable Substitute Change of Reference  
Yea 11    Nay 0

Education Committee

Joint Favorable Substitute

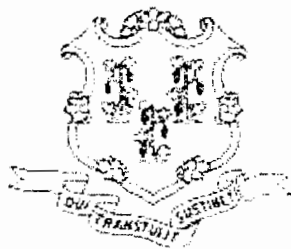
Yea 27      Nay 0

Appropriations Committee

Joint Favorable Report

Yea 51      Nay 1

*State of Connecticut*



*SENATE*

## CALENDAR

**Tuesday, May 7, 2002**

(All matters marked X have been in the files one day. )

(All matters marked XX are ready for the action of the Senate. )

(Committee reports are listed in chronological order with the  
originating committee first and the most recent last. )

### FAVORABLE REPORTS

<b>XX 0421</b>	<p><b>Substitute for House Bill No. 5425. AN ACT CONCERNING BULLYING BEHAVIOR IN SCHOOLS AND CONCERNING THE PLEDGE OF ALLEGIANCE. (As amended by House Amendment Schedules "B" (LCO 3862), "C" (LCO 3634), "D" (LCO 4347))</b></p> <p>Committee Reports: <b>KID, ED, APP</b></p>	<b>379, 607</b>
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**Vote for HB-5425 Sequence Number 351***Taken on 05/07 PASS AS AMENDED*

The following is the result of the vote at 8:51 p.m.:

Total Number Voting 36

Necessary for Passage 19

Those voting Yea 36

Those voting Nay 0

Those absent and not voting 0

The following is the roll call vote:

Y	1	JOHN W. FONFARA	Y	19	EDITH G. PRAGUE
Y	2	ERIC D. COLEMAN	Y	20	MELODIE PETERS
Y	3	GARY D. LEBEAU	Y	21	GEORGE L. GUNTHER
Y	4	MARY ANN HANDLEY	Y	22	BILL FINCH
Y	5	KEVIN B. SULLIVAN	Y	23	ALVIN W. PENN
Y	6	THOMAS A. BOZEK	Y	24	DAVID CAPPIELLO
Y	7	JOHN A. KISSEL	Y	25	ROBERT L. GENUARIO
Y	8	THOMAS HERLIHY	Y	26	JUDITH G. FREEDMAN
Y	9	BLAGIO CIOTTO	Y	27	GEORGE C. JEPSEN
Y	10	TONI N. HARP	Y	28	JOHN MCKINNEY
Y	11	MARTIN M. LOONEY	Y	29	DONALD E. WILLIAMS, JR.
Y	12	WILLIAM A. ANISKOVICH	Y	30	ANDREW W. RORABACK
Y	13	THOMAS P. GAFFEY	Y	31	THOMAS A. COLAPIETRO
Y	14	WINTHROP SMITH, JR.	Y	32	LOUIS C. DELUCA

Y	15	JOAN V. HARTLEY	Y	33	EILEEN M. DAILY
Y	16	STEPHEN R. SOMMA	Y	34	BRIAN M. MCDERMOTT
Y	17	JOSEPH J. CRISCO, JR.	Y	35	ANTHONY GUGLIELMO
Y	18	CATHERINE W. COOK	Y	36	WILLIAM H. NICKERSON

CONNECTICUT GENERAL ASSEMBLY  
SENATE  
MAY 7, 2002

The Senate was called to order at 2: 09 p. m. ,  
President Rell in the Chair.  
THE CHAIR:

SEN. JEPSEN:

Thank you, Madam President. I have a couple of changes in our markings for our Calendar. We've been joined in the gallery by some young amateur lobbyists on behalf of the bullying legislation. I would ask that we take up Page 5, Calendar 421 next. And I would also, a couple of other quick changes, then we'll vote the Consent Calendar. From Senate Agenda No. 3, I move for suspension of the rules so that we might take up from Disagreeing Actions, Substitute for SB190.

THE CLERK:

Turning to the Calendar. Calendar Page 5, Calendar 421, File No. 379 and 607, Substitute for HB5425, AN ACT CONCERNING BULLYING BEHAVIOR IN SCHOOLS AND CONCERNING THE PLEDGE OF ALLEGIANCE. As amended by House Amendment Schedules B, C, and D. Favorable report of the Committees on Children, Education, and Appropriations. Clerk is in possession of Senate Amendments.

THE CHAIR:

Senator Williams.

SEN. WILLIAMS:

Thank you, Madam President. I move adoption of the Joint Committee's favorable report and



passage of the bill in concurrence with the House.

THE CHAIR:

Question is on passage in concurrence. Will you remark?

SEN. WILLIAMS:

Yes, thank you, Madam President. Various questions have been raised about what we mean by the term "bullying. " We mean that there are repeated overt acts with the intent to ridicule, humiliate, or intimidate other students. And that these acts occur on school grounds or at a school-sponsored activity.

These overt acts, known as bullying, have been tied to numerous problems at school.

Disciplinary problems, problems that have resulted in acts of violence against children.

THE CHAIR:

Senator Williams, just a moment.

SEN. WILLIAMS:

Thank you, Madam President. Most of us remember the tragedy of Columbine and in the research and reports that came after that particular tragedy with the shooting and mass death at that school. Some of that information that came out indicated that there was a significant degree of such overt acts directed at certain students at that school.

It's not to say that these acts will result in every case in some form of sensational violence or tragedy. In many cases it will simply scar or harm the psyche of an individual child.

And, Madam President, over the long term, that can be also very destructive to our communities, and certainly to our school children. This bill would require that boards of education develop policies to address these overt acts known as bullying, to require that teachers and other school staff notify administrators when they hear of, or see such acts.

When they receive student reports of such acts that they investigate reports that come to them from parents of such activity. That the school board develop an intervention strategy for school staff so that they can deal with, and ideally resolve, these problems in their early stages before they become problems that require serious disciplinary action.

And the policy must also provide provisions such that the parents, or guardians, of the children who are involved in these overt acts, whether it is of the child who has been the subject of such ridicule and intimidation, or of the alleged perpetrators, that these parents be notified.

Also the school would need to keep records of the incidents so that they could understand the extent of the problem, and understand whether such policies put in place by the board would need to be modified in the future.

Madam President, there's a second portion of this bill as well, which was put on amendment in the House. And it does require that boards of education also set aside time each day, or develop a policy so that time is set aside each day to give students the opportunity to recite the pledge of allegiance.

It would not require that any student recite the pledge. But it would require that such time be set aside. So again, to deal with what is a very serious problem, I move adoption of this bill in concurrence with the House.

THE CHAIR:

Question is on passage in concurrence. Will you remark? Senator Kissel.

SEN. KISSEL:

Thank you very much, Madam President. It just so happens that I have this opportunity to have my son next to me. And I look at him, and he's six years old, and he's a kindergartener. And, you know, here we have a bill about bullying. And at the outset I want to commend Senator Williams, Representative Mary Mushinsky, who I've spoken to about this, and heard on the

I think this is a step forward to the local communities in order to develop a policy that will now begin to identify and start working with those children who will desperately need our help.

As Senator Kissel mentioned, maybe by the time his children are through school some of this will have sunk in and there will be a level playing field for all children. No child should ever feel intimidated by another child. Just as we have history on families where there is abuse that seems to carry on from one generation to another, I think we can also document that where there is a bullying situation, that too carries on.

And so I go forward and hope that with great optimism we start here as this step. And that at some point Don't Laugh at Me will really mean there will be nobody laughing because we're all together and we understand the needs of children. Thank you, Madam President.

THE CHAIR:

Thank you, Senator. Will you remark further? If not, would the Clerk please announce a roll call vote, the machine will be opened.

THE CLERK:

An immediate roll call has been ordered in the Senate. Will all Senators please return to the chamber. An immediate roll call has been ordered in the Senate. Will all Senators please return to the chamber.

THE CHAIR:

Have all members voted? Please check the machine to make sure your vote is properly cast. If all members have voted the machine will be locked. Clerk, please announce the tally.

THE CLERK:

Motion is on passage of HB5425 as amended.  
Total Number Voting 36  
Those voting Yea 36

Those voting Nay 0  
Those absent and not voting 0

THE CHAIR:

The bill is passed.

**JOURNAL OF THE SENATE****Tuesday, May 7, 2002**

The Senate was called to order at 2: 09 p. m. , the President in the Chair.

The prayer was offered by the Deputy Chaplain, Reverend James J. Nock of East Hartford, Connecticut.

The following is the prayer:

Almighty Father, we ask Your blessing on our circle, as we come together this afternoon, with one day to go in this session. May our theme and inspiration for today be these profound words of President Lincoln, spoken in 1863: "With malice toward none; with charity for all; with firmness in the right as God gives it to us, let us strive on together to finish the work we have begun". And we ask this of You, who live and reign, forever and ever. Amen.

**PLEDGE**

Senator Looney of the 11th led the Senate in the pledge of Allegiance.

The following favorable report was taken from the table, read the third time, the report of the Committee accepted and the bill passed.

APPROPRIATIONS. Substitute for H. B. No. 5425 (RAISED) (File Nos. 379 and 607) AN ACT CONCERNING BULLYING BEHAVIOR IN SCHOOLS AND CONCERNING THE PLEDGE OF ALLEGIANCE. (As amended by House Amendment Schedules "B", "C" and "D").

Senator Williams of the 29th explained the bill as amended and moved passage.

Remarking on the bill as amended were Senators Kissel of the 7th, Gaffey of the 13th, Sullivan of the 5th and Freedman of the 26th.

The chair ordered the vote be taken by roll call.

The following is the result of the vote at 8: 51 p. m. :

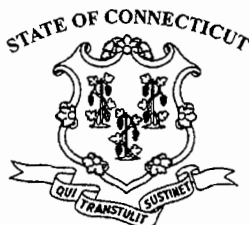
Total Number Voting 36  
Necessary for Passage 19  
Those voting Yea 36  
Those voting Nay 0  
Those absent and not voting 0

On the roll call vote House Bill No. 5425 as amended by House Amendment Schedules "B" (LCO 3862), "C" (LCO 3634) and "D" (LCO 4337) was passed. In concurrence with House.

The following is the roll call vote:

Y	1	JOHN W. FONFARA	Y	19	EDITH G. PRAGUE
Y	2	ERIC D. COLEMAN	Y	20	MELODIE PETERS
Y	3	GARY D. LEBEAU	Y	21	GEORGE L. GUNTHER
Y	4	MARY ANN HANDLEY	Y	22	BILL FINCH
Y	5	KEVIN B. SULLIVAN	Y	23	ALVIN W. PENN
Y	6	THOMAS A. BOZEK	Y	24	DAVID CAPPIELLO
Y	7	JOHN A. KISSEL	Y	25	ROBERT L. GENUARIO
Y	8	THOMAS HERLIHY	Y	26	JUDITH G. FREEDMAN
Y	9	BIAGIO CIOTTO	Y	27	GEORGE C. JEPSEN
Y	10	TONI N. HARP	Y	28	JOHN MCKINNEY
Y	11	MARTIN M. LOONEY	Y	29	DONALD E. WILLIAMS, JR.
Y	12	WILLIAM A. ANISKOVICH	Y	30	ANDREW W. RORABACK
Y	13	THOMAS P.	Y	31	THOMAS A.

		GAFFEY			COLAPIETRO
Y	14	WINTHROP SMITH, JR.	Y	32	LOUIS C. DELUCA
Y	15	JOAN V. HARTLEY	Y	33	EILEEN M. DAILY
Y	16	STEPHEN R. SOMMA	Y	34	BRIAN M. MCDERMOTT
Y	17	JOSEPH J. CRISCO, JR.	Y	35	ANTHONY GUGLIELMO
Y	18	CATHERINE W. COOK	Y	36	WILLIAM H. NICKERSON



***Substitute House Bill No. 5425***

***Public Act No. 02-119***

***AN ACT CONCERNING BULLYING BEHAVIOR IN SCHOOLS AND  
CONCERNING THE PLEDGE OF ALLEGIANCE.***

Be it enacted by the Senate and House of Representatives in General Assembly convened:

Section 1. (NEW) (*Effective July 1, 2002*) Each local and regional board of education shall develop a policy, for use on and after February 1, 2003, to address the existence of bullying in its schools. Such policy shall: (1) Enable students to anonymously report acts of bullying to teachers and school administrators, (2) enable the parents or guardians of students to file written reports of suspected bullying, (3) require teachers and other school staff who witness acts of bullying or receive student reports of bullying to notify school administrators, (4) require school administrators to investigate any written reports filed pursuant to subdivision (2) of this section and to review any anonymous reports, (5) include an intervention strategy for school staff to deal with bullying, (6) provide for the inclusion of language in student codes of conduct concerning bullying, (7) require the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed to be notified, and (8) require each school to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection. The notification required pursuant to subdivision (7) of this section shall include a description of the



***Substitute House Bill No. 5425***

response of school staff to such acts and any consequences that may result from the commission of further acts of bullying. For purposes of this section, "bullying" means any overt acts by a student or a group of students directed against another student with the intent to ridicule, humiliate or intimidate the other student while on school grounds or at a school-sponsored activity which acts are repeated against the same student over time.

Sec. 2. Section 10-230 of the general statutes is amended by adding subsection (c) as follows (*Effective October 1, 2002*):

(NEW) (c) Each local and regional board of education shall develop a policy to ensure that time is available each school day for students in the schools under its jurisdiction to recite the "Pledge of Allegiance". The provisions of this subsection shall not be construed to require any person to recite the "Pledge of Allegiance".

*Certified as correct by*

\_\_\_\_\_  
*Legislative Commissioner.*

\_\_\_\_\_  
*Clerk of the Senate.*

\_\_\_\_\_  
*Clerk of the House.*

Approved \_\_\_\_\_, 2002

\_\_\_\_\_  
*Governor, State of Connecticut.*

PA 02-119-sHB 5425

*Select Committee on Children*

*Education Committee*

*Appropriations Committee*

**AN ACT CONCERNING BULLYING BEHAVIOR IN SCHOOLS AND  
CONCERNING THE PLEDGE OF ALLEGIANCE**

**SUMMARY:** This act requires all school boards to develop a policy (1) addressing bullying and (2) ensuring that time is available during each school day for students to recite the Pledge of Allegiance. The act states that it is not to be construed to require anyone to recite the pledge.

The act defines bullying as repeated, overt acts by one or more students on school grounds or at a school-sponsored activity that are intended to ridicule, humiliate, or intimidate another student.

Each district's bullying policies must:

1. permit anonymous reports by students of bullying and written reports by parents or guardians of suspected bullying,
2. require teachers and other school staff to notify school administrators of bullying they witness and students' reports they receive,
3. require school administrators to investigate parents' written reports and review students' anonymous reports,
4. require each school to maintain a publicly available list of the number of verified bullying acts that occurred there,
5. include an intervention strategy for school staff to deal with bullying,
6. provide for including language about bullying in student codes of conduct, and
7. require notice to parents or guardians of all students involved in a verified act of bullying. The notice must describe the school's response and any consequences that may result from further acts of bullying.

The policy must be developed for use starting February 1, 2003.

EFFECTIVE DATE: July 1, 2002 for the bullying policy; October 1, 2002 for the Pledge of Allegiance policy.

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